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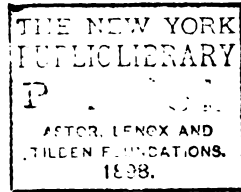
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REPORT

OF THE



CHIEF SUPERINTENDENT

OF

SCHOOLS

For the Year 1871.-73.

PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.



FREDERICTON :

G. E. FENETY, PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.

1872.

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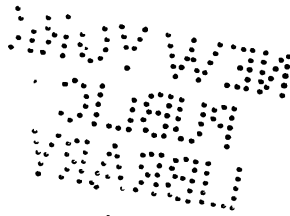
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1872.



EDUCATION OFFICE,

FREDERICTON, N. B.

Hon. GEORGE L. HATHEWAY,
Provincial Secretary.

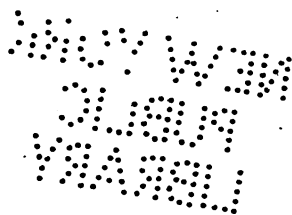
SIR,

I beg to forward herewith, to be laid before His Excellency the Lieutenant Governor, a Report of the Parish and Grammar Schools for the year 1871.

I have the honor to remain

Your obedient servant,

THEODORE H. RAND.



REPORT

OF THE

CHIEF SUPERINTENDENT OF SCHOOLS

FOR THE YEAR ENDING 30TH SEPT. 1871.

To His Excellency the Honorable Lemuel Allan Wilnot, D. C. L., Lieutenant Governor of the Province of New Brunswick, &c. &c. &c.

MAY IT PLEASE YOUR EXCELLENCY,—

Having entered upon the discharge of the duties connected with the Education Office on the 14th of September, I think it proper to confine this Report to the presentation of the Statistics of the year then drawing to a close. The press of duties connected with the introduction of the Common Schools Act passed at the last Session of the Legislature, forbids any exhaustive digest of these Statistics. The following Abstract presents the leading facts:—

SCHOOLS AND PUPILS.

No. Parish Schools in operation—

1871—Winter Term,	...	872	Summer Term,	...	898
1870 Do.	...	825	Do.	...	888
Increase,	...	47	Increase,	...	10

Pupils Registered—

1871—Winter Term,	...	82,025	Summer Term,	...	83,297
1870 Do.	...	80,698	Do.	...	83,627
Increase,	...	1,332	Decrease,	...	330

Proportion of Population Registered at the Parish Schools—

1871—Winter Term,	...	1 in 8.92	Summer Term,	...	1 in 8.59
-------------------	-----	-----------	--------------	-----	-----------

No. Pupils daily present at Parish Schools on an average for the time in Session—

1871—Winter Term,	...	17,761	Summer Term,	...	17,755
1870 Do.	...	16,625	Do.	...	17,610
Increase,	...	1,046	Increase,	...	145

No. of Pupils daily present per 100 Registered—

1871—Winter Term,	...	54.99	Summer Term,	...	53.06
1870 Do.	...	53.78	Do.	...	52.50
Increase,	...	1.21	Increase,	...	56

TEACHERS EMPLOYED.

First Class—

			Males.				Females.
1871—Winter Term,	...	...	105	...	...	...	151
1870 Do.	...	...	104	...	...	...	115
		Increase,	1		Increase,	...	36
1871—Summer Term,	...	...	101	...	...	...	159
1870 Do.	...	...	114	...	...	...	146
		Decrease,	13		Increase,	...	13

Second Class—

1871—Winter Term,	...	...	148	...	...	...	169
1870 Do.	...	...	156	...	...	...	154
		Decrease,	8		Increase,	...	15
1871—Summer Term,	...	...	130	...	...	...	195
1870 Do.	...	...	138	...	...	...	186
		Decrease,	8		Increase,	...	9

Third Class—

1871—Winter Term,	...	...	149	...	...	...	187
1870 Do.	...	...	154	...	...	...	171
		Decrease,	5		Increase,	...	16
1871—Summer Term,	...	...	134	...	...	...	213
1870 Do.	...	...	147	...	...	...	196
		Decrease,	13		Increase,	...	17

Total No. of Teachers employed—

1871—Winter Term,	...	...	402	...	...	...	507
1870 Do.	...	...	414	...	...	...	440
		Decrease,	12		Increase,	...	67
1871—Summer Term,	...	...	365	...	...	...	567
1870 Do.	...	...	399	...	...	...	528
		Decrease,	34		Increase,	...	39

SALARIES OF PARISH SCHOOL TEACHERS.

From Government.		From Local Sources.	
1871—	\$90,938 67	1871—	\$118,545 00
1870	88,390 50	1870	114,079 62
Increase,	<u>\$2,548.17</u>	Increase,	<u>\$4,465 38</u>
Total Salaries from Government and Local Sources, 1871,		\$209,478 67	
“	“	“ 1870,	202,470 12
Increase,		... ..	<u>\$7,008 55</u>

The foregoing Statistics do not include the Grammar Schools, reported in Table G.

The Inspectors being exclusively employed by the Board of Education in the work of dividing the Province into School Districts, to meet the requirements of the Common Schools Act coming into operation on the 1st of January, have been unable to present their usual Annual Reports. The Report of the Principal of the Training School will be found annexed.

I have the honor to be, &c. &c.

THEODORE H. RAND.

TRAINING AND MODEL SCHOOLS.

Fredericton, 1872.

SIR,—I beg to submit the following Report of the Training and Model Schools for the year ending October 1871 :—

1.—TRAINING SCHOOL.

Enrolment of Students.

					Males.	Females.	Total.
October 1870,	...	...	...	...	4	20	24
January 1871,	...	...	...	...	8	33	36
April “	...	...	...	...	11	31	42
August “	...	...	...	...	11	37	48

Religious Denomination.

Baptist.	Presbyterian.	Ch. of England.	Methodist.	Rom. Catholic.
48	35	28	25	14

Classification.

At the close of each Term, the Students were examined by the Chief Superintendent or his Deputy, on the subjects prescribed by the Board of Education, and were awarded Licenses according to their respective merits. The following table exhibits the result of the examinations :—

					Males.	Females.	Total.
January 1871.—	First Class Licenses,	...	...	...	1	5	6
“	Second do.	...	...	...	2	10	12
“	Third do.	...	...	...	1	5	6
April 1871.—	First do.	...	...	...	0	8	8
“	Second do.	...	...	...	3	12	15
“	Third do.	...	...	...	0	13	13
June 1871.—	First do.	...	...	...	0	7	7
“	Second do.	...	...	...	6	8	14
“	Third do.	...	...	...	5	16	21
October 1871.—	First do.	...	...	...	0	3	3
“	Second do.	...	...	...	6	17	23
“	Third do.	...	...	...	5	17	22
					29	121	150

Details of Instruction.

Though the special object of a Training and Model School is to impart a theoretical and practical knowledge of the profession of teaching, it is by no means its distinction to be thus exclusively occupied, nor indeed to be occupied with only the advanced parts of common education. The primary branches generally claim, for a time at least, the greatest share of attention.

The more advanced Students, however, besides perfecting their acquaintance with these, were initiated in some subjects of which they professed no knowledge, but which were almost equally necessary to be known. Direct instruction was accordingly given for several hours each day in the following branches :—

Reading.—Instruction, imitation and practice were combined in teaching this subject, and the same mode was pursued as the Students were recommended to adopt in their own Schools. At the commencement of each Term, a lecture was given on the elements which constitute intelligent and expressive reading, with a view not only of assisting the Student in the preparation of his lesson, but of enabling him to deal intelligently with errors made in the class.

Spelling.—A practical knowledge of orthography being more readily acquired by means of dictation exercises than by the mere oral rehearsal of the letters of the words, the former mode was generally adopted ; the various written exercises also afforded means of instruction, and even transcription exercises were occasionally exacted from the more deficient. It should be observed here, however, that the entrance examinations of last year witnessed to a decided improvement in the matter of orthography.

Writing.—Besides systematic instruction in this branch, the students were required to write at home one page of text-hand daily, in No. 8 of the Progressive Copy Book Series, and to submit it for inspection. The errors were then pointed out, and a line written on the blackboard with special reference to those errors.

Arithmetic—Principles and Practice. Mental Arithmetic.—As mental calculations depend much on the ability to combine numbers rapidly, and to detect their relations, the time devoted to this subject was chiefly occupied by analyses of numbers, which form a sure basis on which to build up rapid and correct calculations.

Grammar.—The principles of Grammar, with the outlines of its development, were given in a course of oral lessons, as also the principles of the analysis of sentences. Exercises in parsing, analyzing, and paraphrasing, were prescribed from Milton's *Paradise Lost*. The principles of synthesis, as far as compound sentences, were also given in connection with this subject.

Geography and use of the Globes.—General principles ; General features and divisions of Europe, America, and Africa ; Map-Drawing.

History.—Outlines of British History, with oral lessons on the History of British America.

Mathematics.—Very little instruction has hitherto been given in this branch, but the wise Regulation of the Board which provides for an extension of the Term, will enable the Institution to embrace this subject, as well as some others, in its curriculum.

PROFESSIONAL INSTRUCTION.

The instruction in the art of Teaching and School Management was provided for in three ways—by lectures, by example, and by practice.

I. LECTURES.—One hour each day was allotted to a course of lectures, embracing—

1. *The Child as the subject of Education.*—As it is important that those who have to influence mind through the agency of mind should know something of its operations, attention was first directed to the well established results in mental science, and the uses to be made of them in the education of children. The importance of educating the senses and training the powers of observation, through object lessons, also received special attention. With respect to the moral powers, it was recommended that they should be early and practically exercised; that means should be provided for acting out right feelings by examples of reverence, kindness, purity, and uprightness. Physical exercises, regulated according to the varying developments of the child, were recommended, and some specific directions given with illustrations.

2. *Methods.*—Before describing the application of the principles to the divisions of elementary instruction, the general relations of the principles themselves were considered. The adoption of the analytic and synthetic methods was determined by a consideration of the mental development of the pupil, and his progress in the particular subject of study. The respective merits and defects of the individual, and simultaneous systems, were discussed, and resulted in a recommendation to combine both modes in certain kinds of instruction, but never to adopt the latter to such an extent as to prevent the Teacher from educating the individuality of the pupil. These principles were then illustrated by details of their application to the teaching of the Alphabet, Reading, Grammar, Geography, Arithmetic, and all the subjects of instruction commonly taught in elementary Schools.

3. *School Organization.*—The principles of the arrangement and classification of pupils; time-tables, their uses and principles of construction; School Registers and their uses, were explained and illustrated.

4. *Discipline: Theory of Rewards and Punishments.*—It was maintained that Teachers were entitled to employ both rewards and punishments, these varying however with the moral development of the subject; being immediate and tangible, or more remote and less material, according as that development was imperfect or more nearly approaching maturity. The cases in which corporal punishment might be resorted to were examined. Inquiry was made into the personal, moral and intellectual qualities necessary in the Teacher exercising discipline; and also in connection with this subject, inquiry was made into the various qualities which it should be his endeavour to develop in the children under his care,

Written exercises on the subjects discussed were required weekly from the Students, and were found highly beneficial; not only as affording prac-

tice in composition, spelling, &c., but as tending to stimulate their thinking powers, and to impart an elevated tone to their professional pursuits.

II. EXAMPLE.—Various causes combined to prevent the Students from witnessing the operations in the Model School so frequently as might have been desirable. The limited period of attendance and the great number of subjects under consideration, necessarily required them to devote by far the greatest portion of their time to direct instruction in the Training School. The recent changes however in the Model School and other Schools in the City, and the extension of the Term, will henceforth afford the Students greater facilities for learning something of their profession, by more frequently witnessing the practice of skilled Teachers.

III. PRACTICE.—The original constitution of the Model School was such that the practice it afforded did not seem to compensate for the time spent in it, but about a twelve months ago a change was made by dividing it into three grades. Shortly afterwards, a different mode was adopted for giving the Students the necessary practice. They were once a week divided into three groups corresponding to the three grades in the School, and detached to the different departments. Four or five were employed successively in teaching some subject prescribed on the previous day, while the others were employed in noting down what they considered the defects or merits of the lesson, embracing points of method, manner, matter, and order. At the conclusion of these exercises the Students adjourned to their own room, and in turn gave their opinions on the performance of their fellow Students. When the other Teachers of the Institution had expressed their views relative to the lessons, observations were made by the Principal, first on the criticisms of the observers, and then on the general points of excellence or defect which characterized the lesson. Another mode of improving the practice was by means of lessons given by the Students in turn to all the rest, followed by a criticism embracing the same points as before. It should be observed that these criticisms did not call forth any ill feeling, but were invariably given and received in the best spirit.

2.—MODEL SCHOOL.

The three Departments into which the Model School was divided, were very efficiently taught by their respective Teachers. Mr. M'Innis, besides conducting the Senior Department, rendered very great service to the whole Institution by his methodical lessons in physical exercises, and by the care which he bestowed upon the pupils of the other Departments in teaching them *singing*. With reference to the Junior and Primary Departments, I am happy to be able to say that their condition and progress bore ample testimony to the skill and diligence of the young ladies, Miss Treadwell and Miss Tweedie, who conducted them.

The whole number of pupils on the Register during the year was 150. The average attendance was 86. One of the Departments—the Senior—has been discontinued since the Common Schools Act came into operation, and

the other two have been partially placed under the control of the Fredericton Board of Trustees; this control however will not interfere with the special character and design of the School.

Before closing this Report, I regret to have to record the loss the Institution has suffered in the death of Miss Alline, a young lady who united rare qualifications for her work, to an unwearied devotion to the best interests of her pupils. Her memory will be long and fondly cherished by all who enjoyed the benefit of her valuable instruction. The vacancy thus made was filled up by the appointment of Miss Gregory. This lady entered upon her duties on the first of August, and has proved a worthy successor to the late lamented Miss Alline.

I remain, Sir, your obedient servant,

WM. CROCKET, *Principal.*

THEODORE H. RAND, Esq., M. A., Chief Superintendent.

APPENDIX TO SCHOOL REPORT.

TABLE A.—PART I.

Showing the Number of Schools; Teachers, their Religious Denomination, Class, and Compensation; as provided for Term ended 31st March 1871.

ALBERT.

PARISHES.	TEACHERS.																	
	Number of Schools	REL. DENOMINATION.										SEX, CLASS, &c.			COMPENSATION.			
		Authorized Books						Untrained	MALE.			FEMALE.						
		With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps		With Globes	With Tablets	Trained	Single	Married	Single	Married			
		Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congregationalist		Not reported									
Alma.....	3	2	1	3	1	1	1	1	1	1	1	1	2	...	3	\$121 75	\$142 50	
Coverdale.....	6	6	5	1	1	5	6	6	6	1	1	2	1	4	...	6	343 75	393 00
Elgin.....	6	4	2	4	2	3	3	3	3	1	3	2	2	2	...	6	298 12	389 92
Harvey.....	10	10	9	1	6	4	10	1	8	2	2	3	3	4	...	10	433 74	584 64
Hillsborough.....	13	5	8	12	1	7	13	1	15	...	4	1	1	2	...	15	795 96	991 44
Hopewell.....	8	8	7	1	1	7	8	...	6	2	...	2	1	...	...	8	296 24	448 48
Corres. Term 1870..	46	11	35	40	6	18	46	4	41	7	7	9	9	14	6	48	\$2289 56	\$2969 98
Increase.....	34	8	26	26	8	13	34	3	27	9	6	3	12	9	3	10	1808 82	2134 98
Decrease.....	12	3	9	14	...	5	12	1	14	...	1	4	...	5	3	12	\$480 74	\$835 05

CARLETON.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	Without Globes	With Tablets	Authorized Books	REL. DENOMINATION.	SEX, CLASS, &c.	MALE.	FEMALE.	Total	Boarding round	COMPENSATION.	Provincial	Local
Aberdeen	3	2	1	2	1	1	2	...	...	...	3	Episcopalian	1	2	2	1	3	...	\$137 50	\$149 87
Brighton	2	1	1	2	...	...	...	...	...	...	2	Rom. Catholic	...	...	...	...	2	...	145 00	145 00
Kent	4	2	3	1	3	1	3	...	...	...	4	Presbyterian	8	1	2	...	4	...	147 50	229 00
Northampton	2	1	1	2	...	...	...	...	...	...	...	Methodist	...	...	...	...	...	...	91 50	110 00
Peel	4	2	2	3	1	1	3	...	...	...	...	Baptist	...	...	...	...	1	...	164 37	202 26
Richmond	11	10	1	9	2	6	5	...	...	...	11	Congregationalist	1	5	3	5	11	...	730 00	897 58

TABLE A.—PART I.

GLOUCESTER.—Continued.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	REL. DENOMINATION.						SEX, CLASS, &c.				TEACHERS.		COMPENSATION.										
											Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congregationalist	Not reported	Trained	Untrained	MALE.		FEMALE.		Total	Boarding round	Provincial	Local						
																				1	2	3	Single					Married	1	2	3	Single	Married
New Bandon.....	5	2	3	4	1	1	4	...	...	5	1	1	1	2	...	...	2	3	...	1	1	...	3	1	3	5	...	\$205 00	\$240 00			
Saunarez.....	1	...	1	1	...	1	...	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	...	...	...	1	...	45 00	80 00			
Shippagan.....	4	2	2	3	1	...	4	...	...	4	...	3	1	...	...	...	...	4	...	3	1	2	...	1	1	1	4	1	158 75	245 00		
Corres. Term 1870..	35	12	23	24	11	11	24	...	...	35	2	23	7	3	...	...	14	21	2	2	13	6	11	3	3	12	14	4	35	2	\$1523 94	\$2165 37
	40	13	27	25	15	12	28	...	1	40	2	25	9	2	1	2	17	24	2	5	17	11	13	...	5	12	12	5	41	2	1747 29	2273 12	
Increase.....	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease	5	1	4	1	4	1	4	...	1	5	...	2	2	...	1	2	3	3	...	3	4	5	2	...	2	...	...	1	6	...	\$213 35	\$107 75

KENT.

Carleton.....	2	...	2	1	1	1	1	...	...	2	...	2	...	...	...	...	2	...	...	1	...	...	1	...	...	2	1	\$105 00	\$185 00			
Dundas.....	12	2	10	6	6	4	8	...	1	12	...	11	1	...	...	...	5	7	...	3	6	3	6	...	2	1	3	...	12	2	495 00	595 07
Richibucto.....	12	6	6	10	2	4	8	...	...	12	1	7	4	...	...	1	13	...	1	1	2	1	3	4	3	10	...	13	3	663 74	843 34	
St. Louis.....	3	3	...	3	...	2	1	...	...	3	...	3	...	...	...	...	2	1	...	...	1	1	...	...	2	2	...	3	...	97 50	172 50	
St. Marys.....	6	1	5	4	2	1	5	...	...	6	1	4	1	...	...	...	5	1	...	...	4	3	1	...	1	1	1	6	1	283 75	286 50	
Weldford.....	13	12	1	12	1	6	7	...	...	13	1	3	7	2	...	...	12	1	...	3	3	5	1	1	3	3	7	...	13	6	456 85	590 72
Wellington.....	7	1	6	4	3	3	4	...	...	7	...	4	3	...	...	...	4	3	1	...	4	4	1	1	1	...	2	...	7	3	259 16	348 00
Corres. Term 1870..	55	25	30	40	15	21	34	...	1	55	3	34	16	2	...	1	43	13	2	8	19	19	10	5	12	10	26	1	56	16	\$2361 00	\$2921 13
	42	15	27	35	7	10	32	...	3	42	4	25	12	2	...	...	32	11	1	7	13	13	8	6	7	9	21	1	43	6	1799 44	2126 05
Increase.....	13	10	3	5	8	11	2	...	...	13	...	9	4	...	...	1	11	2	1	1	6	6	2	...	5	1	5	...	13	10	\$561 56	\$795 08
Decrease.....	...	...	...	...	...	...	...	...	2	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

KING'S.

Greenwich.....	5	2	3	4	1	1	4	...	...	5	...	...	...	1	4	...	5	...	...	1	1	2	...	1	1	1	2	1	5	2	\$191 03	\$261 82
Hammond.....	2	1	1	2	...	2	...	...	...	2	...	...	...	...	2	...	2	...	...	...	...	...	...	1	1	...	2	...	2	...	100 00	117 00

SAINT JOHN.

Lancaster.....	15	7	8	13	2	9	6	...	2	15	2	4	4	2	2	...	1	12	3	2	4	1	2	5	2	2	4	8	...	15	2	\$760	90	\$1126	39
Portland.....	29	4	25	25	4	19	10	2	6	29	11	8	4	1	6	...	1	30	1	4	9	1	4	10	4	7	6	15	2	31	...	1677	88	2573	56
St. John, No. 1.....	41	1	140	36	5	33	8	8	8	41	22	8	6	8	11	...	2	49	7	9	4	2	8	7	24	15	2	34	7	56	...	2987	08	5509	83
St. John, No. 2.....	13	1	12	10	3	7	6	1	3	13	8	4	4	3	1	...	...	11	4	4	...	...	...	4	4	5	2	8	3	15	...	890	00	1334	00
St. Martins.....	9	4	5	6	3	3	6	...	...	9	4	1	1	...	3	...	...	8	1	...	1	1	2	...	1	4	2	7	...	9	...	405	22	520	00
Simonds.....	14	9	5	7	7	7	7	1	1	14	1	1	1	...	1	...	...	14	...	...	4	2	4	2	2	2	4	5	...	14	2	651	25	743	40
Corres. Term 1870..	121	26	95	97	24	78	43	12	20	121	43	36	19	14	24	...	4	124	16	19	22	7	20	28	37	35	20	80	12	140	4	\$7872	33	11807	18
	117	25	92	97	20	74	43	9	21	117	34	37	18	19	22	...	1	115	16	20	21	8	16	33	29	33	20	73	9	131	7	7068	50	11084	55
Increase.....	4	1	3	...	4	4	...	3	...	4	9	...	1	...	2	...	3	9	...	1	...	4	...	8	2	...	...	7	3	9	...	\$303	83	\$722	63
Decrease.....	...	...	...	...	...	...	...	...	1	...	...	...	...	...	5	...	...	...	...	1	...	1	...	5	...	...	...	...	...	...	...	...	...	...

SUNBURY.

Blissville	8	2	6	6	2	5	3	...	...	8	...	...	...	1	1	6	...	6	2	2	...	1	2	1	...	2	3	4	1	8	2	\$421	50	\$504	50
Burton.....	8	1	7	6	2	3	5	...	...	8	3	1	...	...	...	4	...	7	1	...	2	...	1	1	2	1	3	6	...	8	1	315	41	375	75
Lincoln.....	4	1	3	3	1	2	2	...	...	4	...	1	...	...	...	3	...	4	...	1	...	1	...	1	1	1	2	3	...	4	1	242	50	257	00
Maugerville.....	2	...	2	2	...	2	...	1	...	2	...	1	...	...	1	...	2	...	1	1	...	2	...	...	...	...	...	...	2	...	210	00	220	00	
Northfield.....	1	1	...	1	...	1	...	...	...	1	...	1	...	...	...	3	...	1	...	1	...	1	...	...	...	...	...	...	1	1	45	00	66	00	
Sheffield.....	3	1	2	1	2	1	2	...	...	3	...	...	...	...	...	3	...	3	...	1	...	1	...	1	1	1	2	...	3	...	140	00	170	24	
Corres. Term 1870..	26	6	20	18	8	13	13	1	...	26	3	2	3	1	17	...	...	23	3	3	6	1	7	3	2	5	9	15	1	26	5	\$1874	41	\$1593	49
	19	6	13	15	4	11	8	1	...	19	5	2	2	2	8	...	...	14	5	3	5	2	7	3	2	3	4	9	...	19	7	971	46	1280	19
Increase.....	7	...	7	3	4	2	5	...	...	7	...	1	...	...	9	...	...	9	...	...	1	...	...	...	...	...	...	...	7	...	\$402	95	\$313	30	
Decrease .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

VICTORIA.

Andover.....	2	1	1	2	...	2	1	...	...	2	1	...	1	...	2	1	1	...	1	1	...	...	...	...	...	...	...	2	...	\$203	50	\$233	50	
Gordon.....	2	1	1	2	...	2	...	...	...	2	...	...	2	1	...	2	1	1	...	1	...	...	...	...	...	...	...	1	2	...	103	75	128	33
Grand Falls.....	5	...	5	3	2	1	4	...	...	5	2	1	...	1	...	2	3	1	...	1	2	...	...	...	...	...	...	1	2	...	246	67	281	60
Madawaska.....	8	1	7	1	5	3	...	...	...	8	1	7	...	...	...	8	4	4	...	4	3	1	...	...	...	...	...	1	2	...	320	00	335	00
Perth.....	2	2	...	1	1	...	2	...	...	2	...	1	...	1	...	2	1	1	...	1	...	...	...	...	...	...	...	1	2	...	79	50	105	00
St. Basil.....	2	1	1	1	1	1	...	...	...	2	...	2	...	...	...	2	2	2	...	2	...	...	...	...	...	...	...	2	...	...	90	00	95	00

QUEEN'S.

TABLE A.—PART I.

PARISHES.	TEACHERS.																															
	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	REL. DENOMINATION.						SEX, CLASS, &c.						Boarding round	COMPENSATION.								
											Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congrega list	Not reported	Trained	Untrained	MALE.						FEMALE.			Total			
																				Single	Married	1		2	3	Single	Married	1		2	3	Married
Brunswick.....	2	2	2	2	2	2	2	2	2	2	1	1	1	1	1	1	1	1	1	1	1	1	2	2	\$77 50	\$107 50						
Cambridge.....	8	8	8	8	8	8	8	8	8	8	1	1	1	1	1	1	1	1	1	1	1	1	8	6	424 37	459 98						
Canning.....	3	2	1	3	3	2	1	3	3	3	1	2	1	1	1	1	1	1	1	1	1	1	3	3	171 26	177 00						
Chipman.....	5	4	1	5	5	4	1	5	5	5	1	1	1	1	1	1	1	1	1	1	1	2	5	...	218 75	401 33						
Gagetown.....	6	2	3	4	6	2	1	6	6	6	1	1	1	1	1	1	1	1	1	1	1	2	5	1	373 33	528 00						
Hampstead.....	6	4	2	5	4	1	3	8	1	5	1	1	1	1	1	1	1	1	1	1	1	2	6	3	405 00	524 00						
Johnston.....	6	5	1	5	1	3	3	1	3	6	1	1	1	1	1	1	1	1	1	1	1	2	6	2	296 03	334 00						
Petersville.....	10	4	6	7	3	4	6	2	2	10	3	2	2	2	6	1	1	2	2	2	2	1	10	...	532 09	728 78						
Waterborough.....	8	4	4	7	1	3	5	2	2	8	7	1	1	1	1	1	1	2	2	2	2	1	8	5	427 92	481 05						
Wickham.....	5	5	5	5	5	4	1	5	1	5	5	5	5	5	5	5	5	5	5	5	5	1	5	4	257 50	332 50						
Corres. Term 1870..	58	38	20	50	8	34	24	1	2	58	3	53	5	10	14	5	14	15	9	13	7	26	3	58	26	\$3183 75	\$4174 14					
Increase.....	52	35	17	45	7	29	23	1	1	52	3	46	6	7	20	7	19	15	4	5	9	18	...	52	26	2847 90	3803 10					
Decrease.....	6	3	3	5	1	5	1	1	1	6	1	2	7	2	2	2	2	5	...	5	8	...	6	\$335 85	\$371 04					
RESTIGOUCHE.																																
Addington.....	5	4	1	4	1	2	3	1	5	...	1	3	1	4	1	1	1	1	2	...	2	2	...	5	1	\$328 09	\$409 50					
Colborne.....	4	4	...	3	1	2	2	...	4	...	3	1	1	1	1	1	1	1	1	1	1	1	4	158 33	225 00					
Dalhousie.....	3	2	1	2	1	2	1	...	3	...	2	1	1	1	2	...	1	2	...	1	1	1	3	1	...	137 50	231 50					
Durham.....	5	3	2	3	2	2	3	...	5	...	3	2	...	1	2	2	1	2	...	2	...	2	5	1	...	215 00	235 50					
Corres. Term 1870..	17	13	4	12	5	8	9	...	1	17	...	4	12	...	1	...	3	4	6	...	3	4	6	1	17	3	\$838 92	\$1104 30				
Increase.....	16	14	2	14	2	9	7	...	1	16	...	3	11	1	1	...	4	3	8	...	4	3	8	...	16	3	833 41	1066 03				
Decrease.....	1	...	2	...	3	...	2	...	1	...	1	1	...	1	1	2	...	1	1	...	1	1	...	1	...	\$5 51	\$38 27					

RESTIGOUCHE.

Addington.....	5	4	1	4	1	2	3	1	5	1	3	1	3	1	1	1	1	1	1	1	1	1	1	5	1	\$328 09	\$409 50
Colborne.....	4	4	3	1	1	2	2	...	4	4	4	3	1	1	1	1	1	1	1	1	1	1	4	...	...	158 33	225 00
Dalhousie.....	3	2	1	2	1	2	1	...	3	1	2	...	2	1	1	1	1	1	1	1	1	1	3	1	...	137 50	234 50
Durham.....	5	3	2	3	2	2	3	...	5	2	3	...	3	2	...	1	2	2	1	...	2	...	5	1	...	215 00	235 50
Corres. Term 1870..	17	13	4	12	5	8	9	...	17	4	12	...	1	...	...	12	5	3	4	6	...	3	4	17	3	\$838 92	\$1104 30
Increase.....	16	14	2	14	2	9	7	...	16	3	11	...	1	...	...	12	4	2	3	4	...	1	4	16	3	833 41	1066 03
Decrease.....	1	...	2	...	3	...	2	...	1	...	1	...	...	...	...	1	1	...	1	2	...	1	1	...	...	\$5 51	\$38 27

SAINT JOHN.

Lancaster.....	15	7	8	13	2	9	6	...	2	15	2	4	4	2	2	...	1	12	3	2	4	1	2	5	2	2	4	8	...	15	2	\$760	90	\$1123	39
Portland.....	29	4	25	25	4	19	10	2	6	29	11	8	4	1	6	...	1	30	1	4	9	1	4	10	4	7	6	15	2	31	...	1677	88	2573	56
St. John, No. 1.....	41	1	40	36	5	33	8	8	8	41	22	8	5	8	11	...	2	49	7	9	4	2	8	7	24	15	2	34	7	56	...	2987	08	6509	83
St. John, No. 2.....	13	1	12	10	3	7	6	1	3	13	3	4	4	3	1	...	11	4	4	...	...	...	4	4	5	2	8	3	15	...	890	00	1334	00	
St. Martins.....	9	4	5	6	3	3	6	...	...	9	4	1	1	3	...	...	8	1	...	1	1	2	...	1	4	2	7	...	9	...	405	22	520	00	
Simonds.....	14	9	5	7	7	7	7	1	1	14	1	11	1	1	...	...	14	...	...	4	2	4	2	2	2	4	8	...	14	2	651	25	743	40	
Corres. Term 1870..	121	26	95	97	24	78	43	12	20	121	43	36	19	14	24	...	4	124	16	19	22	7	20	28	37	85	20	80	12	140	4	\$7372	33	11807	18
	117	25	92	97	20	74	43	9	21	117	34	37	18	19	22	...	1	115	16	20	21	8	16	33	29	33	20	73	9	131	7	7068	50	11084	55
Increase.....	4	1	3	...	4	4	...	3	...	4	9	...	1	...	2	...	3	9	...	1	...	4	...	8	2	...	7	3	9	...	\$303	83	\$722	63	
Decrease.....	...	...	...	...	...	...	...	...	1	...	...	1	...	5	...	...	...	...	...	1	...	1	...	5	...	...	...	...	...	...	...	...	...	...

SUNBURY.

Blissville.....	8	2	6	6	2	5	3	...	...	8	...	1	1	6	...	...	6	2	2	...	1	2	1	...	2	3	4	1	8	2	\$421	50	\$504	50
Burton.....	8	1	7	6	2	3	5	...	...	8	3	1	...	4	...	...	7	1	...	2	...	1	1	2	1	3	6	...	8	1	315	41	375	75
Lincob.....	4	1	3	3	1	2	2	...	...	4	...	1	...	3	...	...	4	...	1	...	1	...	1	...	1	2	3	...	4	1	242	50	257	00
Maugerville.....	2	...	2	2	...	2	...	1	...	2	...	1	...	1	...	...	2	1	1	...	2	...	...	...	...	...	...	...	2	...	210	00	220	00
Northfield.....	1	1	...	...	1	1	...	...	...	1	...	1	...	3	...	...	1	...	1	...	1	...	1	...	1	1	2	...	1	1	45	00	66	00
Sheffield.....	3	1	2	1	2	1	2	...	...	3	...	...	...	3	...	...	3	...	...	1	...	1	...	1	1	1	2	...	3	...	140	00	170	24
Corres. Term 1870..	26	6	20	18	8	13	13	1	...	26	3	2	3	1	17	...	23	3	3	6	1	7	3	2	5	9	15	1	26	5	\$1374	41	\$1593	49
	19	6	13	15	4	11	8	1	...	19	5	2	2	2	8	...	14	5	3	5	2	7	3	2	3	4	9	...	19	7	971	46	1280	19
Increase.....	7	...	7	3	4	2	5	...	...	7	...	1	...	9	...	...	9	...	1	...	...	...	...	...	2	5	6	1	7	...	\$402	95	\$313	30
Decrease.....	...	...	...	...	...	...	...	...	...	...	2	...	1	...	...	...	2	...	...	...	1	...	...	...	...	...	...	...	...	...	...	...	...	...

VICTORIA.

Andover.....	2	1	1	2	...	2	1	...	1	...	2	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	...	2	...	\$203	50	\$233	50
Gordon.....	2	1	1	2	...	1	2	...	2	...	2	...	1	1	...	1	...	1	1	2	...	103	75	128	33
Grand Falls.....	5	...	5	3	2	1	4	...	1	1	...	2	3	1	...	1	2	...	1	2	3	...	...	...	...	...	...	...	5	...	246	67	281	60
Madawaska.....	8	1	7	7	1	5	3	...	8	1	7	...	...	4	4	...	4	3	1	...	...	...	...	...	...	...	...	...	8	2	320	00	335	00
Perth.....	2	2	...	1	1	...	2	...	1	1	...	2	...	1	...	1	...	1	...	...	...	...	...	...	...	...	...	...	2	...	79	50	105	00
St. Basil.....	2	1	1	1	1	...	1	...	2	...	2	...	...	2	...	2	...	2	...	...	...	...	...	...	...	...	...	...	2	...	90	00	95	00

TABLE A.—PART I. VICTORIA.—Continued.

PARISHES.	TEACHERS.																							
	REL. DENOMINATION.										SEX, CLASS, &c.													
	Authorized Books										MALE.					FEMALE.					Boarding round		COMPENSATION.	
											Trained					Untrained								
											Episcopalian		Rom. Catholic		Presbyterian	Methodist		Baptist	Congregationalist						Not reported
Number of Schools	With Committees		Without Committees		With Black Boards		Without Black Boards		With Maps		Without Maps		With Globes		Without Tablets		With Tablets		Total		Provincial	Local		
	With Committees		Without Committees		With Black Boards		Without Black Boards		With Maps		Without Maps		With Globes		Without Tablets		With Tablets		Total					
St. Francis.....	5	5	3	2	2	3	5	5	...	...	...	...	...	...	...	...	...	...	...	5	1	\$200 00	\$200 00
St. Leonard.....	4	1	3	2	2	2	4	4	...	...	...	...	...	...	...	...	...	...	...	4	1	154 16	160 00
Corres. Term 1770..	30	7	28	21	9	14	16	...	...	...	...	...	...	...	...	...	...	...	...	30	4	\$1897 58	\$1588 43
	36	8	28	22	14	16	20	...	...	...	...	...	...	...	...	...	...	...	...	36	4	1489 77	1680 86
Increase.....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease	6	1	5	1	5	2	4	...	...	...	...	...	...	...	...	...	...	...	...	6	...	\$32 19	\$92 48
WESTMORLAND.																								
Botsford	11	4	7	8	3	1	10	...	...	...	...	...	...	...	...	...	...	...	...	11	2	\$507 08	\$661 84
Dorchester.....	15	...	15	12	3	5	10	1	...	...	...	...	...	...	...	...	...	...	...	16	4	840 00	1054 40
Moncton	13	2	11	11	2	5	8	1	...	...	...	...	...	...	...	...	...	...	...	15	1	845 43	1040 27
Sackville	12	8	4	10	2	7	4	...	...	...	...	...	...	...	...	...	...	...	...	12	2	616 57	792 50
Salisbury	10	5	4	10	...	7	3	...	...	...	...	...	...	...	...	...	...	...	...	11	...	650 00	754 29
Shediac	18	6	12	17	1	4	14	...	...	...	...	...	...	...	...	...	...	...	...	18	...	866 25	1001 96
Westmorland.....	7	4	3	7	...	7	...	...	...	...	...	...	...	...	...	...	...	...	...	7	...	486 47	617 80
Corres. Term 1870..	86	29	57	75	11	37	49	2	4	86	9	30	8	16	21	...	...	...	...	90	13	\$4811 80	\$5923 06
	85	33	52	71	14	33	52	1	2	85	11	25	9	19	17	...	...	...	...	88	13	4575 27	5515 71
Increase.....	1	...	5	4	...	4	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease .....	...	4	...	...	3	...	3	...	...	...	...	...	...	...	...	...	...	...	...	2	...	\$236 53	\$407 85

WESTMORLAND.

Botsford	11	4	7	8	3	1	10	...	1	11	...	4	1	4	2	...	5	6	...	4	6	3	7	...	1	...	11	2	\$507 08	\$661 84			
Dorchester.....	15	...	15	12	3	5	10	1	1	15	2	8	...	2	3	...	1	11	5	1	3	4	6	2	3	...	5	7	1	16	4	840 03	1054 40
Moncton	13	2	11	11	2	5	8	1	...	13	...	4	2	3	5	...	1	13	2	1	2	1	2	2	6	1	4	8	15	1	845 43	1040 27	
Sackville	12	8	4	10	2	8	4	...	...	12	5	...	1	2	2	...	2	9	3	2	4	1	4	3	...	3	2	4	1	12	2	616 57	792 50
Salisbury	10	5	5	10	...	7	3	...	...	10	...	1	1	2	6	...	1	10	1	1	2	1	2	2	6	1	...	5	2	11	...	650 00	754 29
Shediac	18	6	12	17	1	4	14	...	1	18	2	12	2	...	1	...	1	7	11	1	2	10	2	11	3	...	2	5	...	18	4	868 25	1001 96
Westmorland.....	7	4	3	7	...	7	...	...	1	7	...	1	1	3	2	...	...	7	...	2	3	1	4	2	1	...	...	1	...	7	...	486 47	617 80
Corres. Term 1870..	86	29	57	75	11	37	49	2	4	86	9	30	8	16	21	...	6	62	28	8	20	24	23	29	19	5	14	31	7	90	13	\$4811 80	\$5923 06
Increase.....	1	...	5	4	...	4	...	1	2	1	...	5	...	...	4	...	...	1	1	...	...	1	...	1	...	...	...	...	...	...	...	4575 27	5515 71
Decrease	4	...	...	...	8	...	8	...	...	...	2	...	1	3	...	1	...	...	...	2	...	...	2	...	...	...	6	...	...	2	...	\$236 53	\$407 36

YORK.

Bright.....	7	4	3	6	1	6	1	1	...	...	7	2	...	1	3	1	...	7	...	2	...	2	...	2	...	3	1	1	5	...	7	1	\$308 53	\$359 83
Canterbury	5	2	3	4	1	3	2	2	5	1	...	1	2	...	1	...	3	2	1	2	1	2	1	...	3	1	1	2	...	5	...	831 04	436 00
Douglas.....	8	2	6	5	3	3	5	1	...	...	8	1	1	...	1	3	...	7	1	3	3	1	3	4	...	...	...	...	...	...	8	...	497 25	548 34
Dumfries.....	5	3	2	3	2	2	3	...	...	...	5	...	...	...	5	...	...	4	1	1	2	...	1	2	...	1	1	1	3	...	5	...	219 99	315 00
Frederick	19	...	19	12	7	12	7	1	1	...	19	5	3	1	3	9	...	15	6	1	1	2	4	...	10	3	4	14	3	21	...	1074 98	1448 37		
Kingsclear.....	5	1	4	3	2	2	3	...	...	...	5	...	...	...	1	3	...	5	...	...	...	...	...	...	1	1	1	2	3	1	5	1	155 41	213 90
Manners-Sutton	4	4	...	3	1	2	2	...	...	...	4	...	...	...	1	1	...	4	...	1	...	...	...	...	1	...	2	1	3	...	4	...	184 62	215 25
New Maryland.....	1	...	1	1	...	...	1	...	...	...	1	...	...	...	1	1	...	1	...	...	...	...	...	...	...	...	...	...	...	1	...	23 33	41 00	
Prince William.....	4	4	...	3	1	1	3	...	...	...	4	2	...	1	1	...	...	3	1	...	1	1	1	...	...	...	...	...	...	4	1	168 24	228 33	
Queensbury.....	7	3	4	6	1	2	5	...	...	...	7	2	...	1	1	3	...	5	2	...	3	3	1	2	1	...	1	1	2	...	7	3	335 62	481 70
St. Mary's.....	8	2	6	7	1	7	1	1	1	...	8	...	1	2	2	4	...	7	2	1	2	1	3	1	2	3	...	4	1	9	...	555 00	649 35		
Southampton	2	1	1	1	1	...	2	...	...	...	2	1	...	...	1	...	...	2	...	...	...	...	...	...	...	...	1	1	2	...	2	...	97 50	141 00
Stanley	4	1	3	1	3	1	3	...	...	...	4	1	...	1	1	1	...	3	1	1	1	...	1	1	...	1	1	1	2	...	4	...	207 50	221 00
Corres. Term 1870..	79	27	52	55	24	41	38	3	2	...	79	15	7	10	11	37	1	66	16	10	11	11	20	12	20	14	16	42	8	82	9	\$4159 01	\$5249 07		
	79	34	45	54	25	40	39	2	4	...	79	14	8	12	10	33	1	59	21	9	13	11	13	20	13	13	21	39	8	80	13	3655 06	4818 60		
Increase.....	...	...	7	1	...	1	...	1	...	...	...	1	...	...	1	4	...	7	...	1	...	7	...	7	...	7	1	...	3	...	2	...	\$503 95	\$430 47
Decrease .....	...	7	...	...	1	...	1	...	...	...	...	...	1	2	...	...	...	...	...	...	2	...	...	...	...	...	...	...	...	...	4	...	...	...

GEO. THOMPSON, Ass't Sup't.

Education Office, Frederickton, October 1871.

TABLE A.---PART II.

Showing the Number of Pupils, Male and Female; the Number in the various Branches of Instruction; School Houses, their condition, &c. during the Term, 6 months, ended 31st March 1871.

ALBERT.

PARISHES.	PUPILS.										SCHOOL HOUSES.																	
	MALE.		FEMALE.		NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.		State of repair.											
	Whole number on Register	Under 16	Over 16	Under 16	Over 16	Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Frame	Log	Good	Middling	Inferior	Public	Private
Alma	117	57	2	48	4	48	115	109	99	91	...	25	9	8	...	...	...	...	...	...	...	3	...	2	1	...	3	...
Coverdale	169	71	9	77	12	88	169	156	139	142	...	69	65	46	...	...	...	...	...	...	2	6	...	3	2	1	4	2
Elgin	173	86	13	66	8	93	168	165	121	120	4	33	35	21	...	...	...	...	...	...	1	6	...	3	1	2	5	1
Harvey	331	144	6	114	13	132	314	310	276	271	...	100	102	65	13	4	4	...	3	4	16	10	...	3	3	1	7	3
Millsborough	573	266	42	234	31	284	557	544	468	460	32	176	180	129	9	9	1	...	...	4	5	13	...	7	3	3	7	6
Hopewell	296	125	35	125	11	151	296	284	246	234	15	131	56	70	3	...	...	...	3	3	2	8	...	1	3	4	4	4
Corres. Term 1870.	1659	749	167	664	79	816	1619	1568	1359	1318	51	534	447	339	25	13	5	...	6	15	25	46	...	19	13	14	30	16
Increase	1259	587	130	450	83	617	1221	1208	1084	1051	8	402	346	223	16	17	15	...	4	22	7	34	...	14	9	11	22	12
Decrease	400	162	37	214	...	199	398	360	275	267	43	132	101	116	9	...	...	...	2	...	18	12	...	5	4	3	8	4

CARLETON.

Aberdeen.....	75	34	6	31	4	40	75	68	57	54	3	19	11	8	...	...	...	...	...	...	...	4	3	...	3	...	1	2
Brighton.....	109	60	12	32	5	64	109	103	85	81	...	49	27	20	1	...	...	...	...	...	...	2	...	1	1	...	2	...
Kent.....	136	63	14	43	16	73	131	125	97	96	20	26	9	16	...	...	1	...	...	...	...	4	...	2	1	1	1	3
Northampton.....	79	28	8	38	5	47	79	79	67	61	10	24	86	29	...	...	...	...	...	...	...	2	...	2	...	...	...	2
Peel.....	122	60	5	52	5	64	119	117	91	90	3	28	13	21	...	...	...	...	...	...	...	4	...	2	1	1	3	1
Richmond.....	420	222	29	155	16	218	411	405	353	349	2	130	175	108	2	5	1	...	...	1	32	11	...	5	4	2	9	2

TABLE A.—Part II.

CARLETON.—Continued.

PARISHES.	PUPILS.										SCHOOL HOUSES.																								
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.	State of repair.			Other branches	Algebra	Navigation	T. Surveying	Mensuration	Geometry	Bookkeeping	History	Geography	Grammar	Common Needlework	Arithmetic	Writing	Reading	Spelling	Average attendance	FEMALE.		MALE.		Whole number on Register
	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16		Frame	Log	Good																	Middling	Inferior	Public		
Simonds.....	187	71	13	93	10	107	185	181	157	150	...	68	49	51	10	...	...	...	...	...	51	49	68	...	150	157	181	185	181	107	93	10	13	187
Wakefield.....	461	218	31	193	19	240	454	448	387	387	2	163	197	131	10	7	8	...	...	...	131	197	163	2	387	387	448	454	448	240	19	31	461	
Wicklow.....	273	122	15	125	11	180	272	266	232	199	...	105	85	65	11	5	3	...	...	...	11	65	85	105	...	199	232	266	272	266	180	11	15	273
Wilnot.....	305	140	18	126	21	166	286	280	201	210	14	77	75	90	6	4	3	...	...	...	6	90	77	14	210	201	280	286	280	166	21	18	305	
Woodstock	473	242	13	209	9	286	445	440	318	319	75	157	165	112	8	3	3	...	...	...	8	112	165	157	75	319	318	440	445	440	286	9	13	473
•	2640	1258	164	1097	121	1475	2566	2512	2045	1995	129	850	842	651	48	24	21	3	...	...	48	651	842	850	129	1995	2045	2512	2566	2512	1475	121	164	2640
Corres. Term 1870..	2630	1204	218	1060	148	1361	2556	2497	2009	1971	194	807	891	584	53	23	16	4	...	...	53	584	891	807	194	1971	2009	2497	2556	2497	1361	148	218	2630
Increase.....	10	54	...	37	...	114	10	15	36	26	...	43	...	67	...	1	5	...	...	...	5	67	...	43	...	26	36	15	10	...	114	...	...	10
Decrease	54	...	27	65	...	49	4	...	1	5	...	49	...	65

CHARLOTTE.																																				
Campo Bello.....	204	102	10	90	2	107	201	201	151	155	10	29	70	6	8	3	6	70	29	10	155	151	201	201	201	107	2	10	204		
Dumbarton.....	98	56	2	36	4	57	98	95	75	74	1	17	21	22	...	...	...	...	...	...	22	21	17	1	74	95	98	95	98	57	4	2	98
Grand Manan.....	146	82	10	51	3	74	142	140	126	130	...	...	10	22	3	...	...	...	...	...	3	22	10	...	130	126	140	142	140	74	3	10	146
Lepreau.....	44	22	2	18	2	14	44	40	34	21	...	3	3	2	1	...	...	...	...	...	2	3	3	...	21	40	44	40	44	14	2	2	44
Pennfield.....	21	13	...	7	1	11	21	21	16	16	...	10	9	2	2	...	...	...	...	...	2	9	10	...	16	21	21	21	21	11	1	...	21
St. Andrews.....	486	207	20	229	30	296	485	475	401	395	109	179	206	84	32	3	...	...	...	...	84	206	179	109	395	401	475	485	475	296	30	20	486
St. Davids.....	257	129	15	92	21	131	243	240	221	219	4	34	83	33	10	...	...	...	...	...	33	83	34	4	219	221	240	243	240	131	21	15	257
St. George.....	446	230	26	168	22	265	426	424	315	312	30	92	90	62	5	1	...	...	...	...	62	90	92	30	312	315	424	426	424	265	22	26	446
St. James.....	237	122	11	89	15	140	230	225	192	192	10	45	85	25	10	...	...	...	...	...	25	85	45	10	192	192	225	230	225	140	15	11	237
St. Patrick.....	145	62	9	58	16	70	145	143	116	114	18	36	29	27	4	...	...	...	...	...	27	29	36	18	114	116	143	145	143	70	16	9	145
St. Stephen.....	926	468	83	346	29	535	895	890	745	741	100	238	336	186	32	6	2	...	...	...	32	336	238	100	741	745	890	895	890	535	29	83	926
West Isles.....	145	70	9	53	13	62	133	133	95	98	11	23	38	32	3	...	...	...	...	...	32	38	23	11	98	95	133	133	133	62	13	9	145

Corres. Term 1870..	3155	1563	197	1237	158	1762	3003	9027	2487	2467	298	716	992	483	109	17	3	...	4	11	40	78	1	48	28	18	50	29
	3270	1630	234	1266	140	1843	3133	3059	2682	2615	230	723	1074	665	101	20	10	4	2	21	43	77	...	47	12	18	57	20
Increase.....	...	...	...	...	18	...	...	...	...	...	63	...	...	...	8	...	...	...	2	...	...	1	1	...	...	...	...	9
Decrease	115	67	37	29	...	81	70	32	145	148	...	7	82	182	...	3	7	4	...	10	3	...	...	4	...	5	7	...

GLOUCESTER.

Bathurst	355	161	2	190	2	185	324	321	274	270	...	71	47	10	...	...	...	...	...	...	10	8	2	5	3	2	7	3
Beresford	242	122	6	114	...	143	234	230	164	164	..	34	84	8	25	3	1	...	1	3	5	6	1	3	2	2	6	1
Caraquet.....	127	62	...	65	...	55	127	125	95	94	...	5	6	1	...	...	...	...	...	...	...	4	...	3	1	...	3	1
Inkerman	109	50	4	50	5	59	109	109	75	74	...	2	1	...	...	...	...	...	...	...	...	4	...	2	2	3	1	1
New Bandon.....	204	113	6	84	1	97	199	195	173	170	3	15	10	4	...	...	...	...	...	...	...	5	...	1	4	...	4	1
Saunarez.....	42	20	2	20	...	19	40	39	21	15	...	3	...	...	...	...	...	...	...	...	...	1	...	...	...	1	...	1
Shippegan	91	49	4	32	6	53	91	85	63	60	...	2	...	...	...	...	...	...	...	...	...	4	...	1	3	...	2	2
Corres. Term 1870..	1170	577	24	555	14	599	1124	1104	865	848	3	132	98	23	25	3	1	...	1	3	15	32	3	13	15	7	25	10
	1373	676	55	603	39	794	1338	1291	969	878	50	130	131	27	6	3	6	2	...	3	18	35	5	16	10	14	29	11
Increase.....	...	...	...	...	...	...	...	...	...	...	...	2	...	...	19	...	...	...	1	...	...	...	...	...	5	...	...	...
Decrease	203	99	31	48	25	195	214	187	104	30	47	...	33	4	...	...	5	2	...	...	3	3	2	3	...	7	4	1

KENT.

Carleton.....	81	40	9	29	3	48	77	73	66	62	...	19	1	2	...	...	...	...	...	...	...	2	...	1	1	...	1	1
Dundas	304	152	1	148	3	188	300	295	212	210	21	44	44	4	8	1	...	...	...	...	...	11	1	4	4	9	3	3
Richbucto	434	211	18	206	4	252	405	401	362	363	32	119	128	58	1	23	5	1	1	1	15	11	1	8	2	2	7	5
St. Louis	82	48	2	32	...	58	82	77	52	43	...	7	6	18	...	...	...	...	...	...	3	...	3	...	...	3	...	...
St. Marys.....	168	87	1	77	3	104	167	165	123	125	...	4	15	...	...	...	...	...	...	...	19	5	1	4	1	1	3	3
Weldford	485	250	17	208	10	243	456	455	350	341	24	101	76	40	...	...	...	...	...	...	...	13	...	6	3	4	12	1
Wellington	208	90	12	98	8	136	171	170	154	154	..	41	22	13	...	...	...	...	...	...	...	7	...	3	2	2	5	2
Corres. Term 1870..	1762	878	55	798	31	1029	1658	1636	1319	1298	77	335	292	135	9	24	5	...	1	1	34	52	3	29	13	13	40	15
	1301	623	39	584	55	760	1226	1191	1030	1002	86	232	272	102	4	1	...	...	...	1	27	40	2	22	8	12	30	12
Increase.....	461	255	16	214	...	269	432	445	289	296	...	103	20	33	5	23	5	...	1	...	7	12	1	7	5	1	10	3
Decrease .....	...	...	...	...	24	...	...	...	...	...	9	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...

TABLE A.—Part II.

KING'S.

PARISHES.	PUPILS.										NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										SCHOOL HOUSES.				
	MALE.		FEMALE.		Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Build- ing.	State of repair.			
	Under 16	Over 16	Under 16	Over 16																		Good	Middling	Inferior	
					Whole number on Register	Under 16	Over 16	Under 16	Over 16	Frame	Log	Public													
Greenwich	152	69	10	70	3	73	152	150	118	103	10	47	38	31	...	...	...	...	...	...	5	5	5
Hammond.....	63	26	6	30	1	35	62	61	44	44	...	12	16	10	6	...	...	...	...	...	2	2	2
Hampton.....	298	148	12	125	13	162	298	294	269	264	28	168	143	94	6	...	...	...	1	...	9	6	8
Havlock	234	100	25	91	18	98	223	220	196	196	...	75	51	53	4	4	2	...	5	2	6	3	6		
Kars.....	72	34	8	24	6	38	72	72	67	68	...	16	47	12	...	...	...	...	...	...	2	1	2
Kingston.....	251	136	8	101	6	126	248	241	212	215	27	62	66	48	8	6	6	...	...	...	8	4	8
Norton	322	148	37	125	12	175	312	310	301	305	...	162	142	86	25	18	2	...	19	25	8	4	8		
Rothersay	39	18	...	20	1	25	39	39	31	17	9	5	6	2	...	...	...	...	...	...	1	1	1
Springfield	288	122	32	118	16	150	287	281	242	240	9	121	110	81	14	3	...	11	22	9	2	6	1		
Stutholm.....	444	247	27	160	10	221	427	420	365	361	17	185	159	114	7	4	2	...	3	3	14	4	8		
Sussex.....	584	265	44	240	35	304	568	556	494	490	12	166	155	89	4	13	3	1	4	32	18	7			
Upham	193	105	12	66	10	97	188	186	182	175	16	60	75	9	11	...	...	...	...	...	5	2	5
Westfield	230	106	18	98	8	119	221	218	179	178	24	70	78	24	7	2	2	...	2	1	7	3	2		
Corres. Term 1870..	3170	1524	239	1268	139	1623	3097	3048	2699	2658	142	1149	1081	663	86	50	17	1	45	93	94	31	32		
	2686	1249	226	1073	138	1352	2624	2562	2325	2272	167	1229	1015	615	81	46	35	13	4	46	130	85	16		
Increase.....	484	275	13	195	1	271	473	486	374	386	...	120	66	48	5	4	...	...	...	...	9	...	16
Decrease .....	...	...	...	...	...	...	...	...	...	...	25	...	...	...	...	...	18	12	4	1	37	...	12

NORTHUMBERLAND.

Alnwick	163	95	1	63	4	97	157	156	110	110	...	30	33	10	1	...	...	...	...	...	...	...	...
Blackville.....	228	115	11	85	17	126	225	221	197	205	21	32	43	1	...	...	...	...	...	...	...	...	...
Blissfield	128	57	7	54	10	69	128	128	111	110	...	39	47	33	2	1	...	...	...	...	...	...	...
Chatham.....	738	370	51	302	15	377	714	704	571	575	104	250	176	76	18	19	6	2	...	...	...	...	...
Derby.....	98	45	7	37	9	56	88	88	88	85	...	42	28	15	1	4	...	...	...	...	...	...	...

TABLE A.—Part II.

RESTIGOUCHE.

PARISHES.	PUPILS.										SCHOOL HOUSES.																			
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.	State of repair.			Public	Private														
	Whole number on R. list	MALE.		FEMALE.		Average attendance	Spelling	Reading	Writing	Arithmetic		Common Needwork	Grammar	Geography			History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches						
		Under 16	Over 16	Under 16	Over 16																									
Addington.....	185	91	3	88	3	93	180	179	125	124	...	62	56	8	...	1	1	...	...	1	4	3	2	1	4	...	5	...	
Colborne	103	61	...	42	...	70	103	103	78	72	...	24	29	10	...	3	4	...	...	1	1	4	...	2	2	...	2	1	...
Dalhousie.....	131	69	2	60	...	78	131	130	114	114	...	39	28	15	...	3	...	...	...	...	...	3	...	3	...	...	4	1	...
Durham	194	90	3	100	1	93	194	190	145	144	...	34	19	9	...	2	2	...	...	...	...	4	1	1	2	2	4	1	...
Corres. Term 1870..	613	311	8	290	4	334	608	602	457	454	...	159	132	42	5	9	5	...	...	2	5	14	3	7	8	2	15	2	...
	580	291	35	229	25	309	561	544	461	412	44	162	105	44	2	9	5	...	...	2	9	13	3	9	1	6	12	4	...
Increase.....	33	20	...	61	...	25	47	58	...	42	29	...	3	1	7	...	3	...	2	...
Decrease	27	...	21	4	...	44	5	..	2	4	2	...	4	...	2

SAINT JOHN.

Lancaster.....	740	370	22	334	14	408	672	671	534	540	39	287	232	138	19	13	8	3	3	12	19	15	...	8	4	3	9	6	
Portland.....	1337	750	21	555	11	806	1271	1250	968	960	155	383	334	219	22	5	8	...	...	5	32	29	...	22	7	...	7	22
St. John, No. 1.....	2134	1160	36	905	33	1306	2110	2069	1724	1713	399	1099	1108	685	71	36	28	5	65	245	41	...	28	13	...	3	38
St. John, No. 2	867	476	24	359	8	460	854	850	711	708	178	344	384	205	35	10	1	...	...	25	21	13	...	1	2	1	5	8
St. Martins.....	280	132	18	112	18	160	252	250	234	225	48	110	106	88	1	2	2	...	...	1	..	9	...	7	2	...	4	5
Simonds.....	449	190	32	206	21	235	430	425	333	326	53	130	129	58	3	...	...	...	...	...	...	14	...	8	5	1	10	4
Corres. Term 1870..	5807	3078	153	2471	105	3375	5589	5515	4504	4472	872	2303	2293	1393	161	66	47	3	8	108	317	121	...	83	33	5	38	83	
Increase.....	5903	3137	157	2524	85	3421	5732	5605	4682	4600	874	2152	2221	1307	188	82	5	...	...	171	229	114	3	104	9	4	31	86
Decrease .....	...	...	...	...	20	...	...	...	...	...	...	151	72	86	...	...	...	3	7	37	88	7	...	...	24	1	7	...
	96	59	4	58	...	46	143	90	178	128	2	...	...	...	27	16	3	...	...	...	...	...	...	8	21	...	...	3

SUNBURY.

Blissville	248	181	85	19	141	240	238	205	201	116	90	70	1	4	...	4	8	...	8	...	4	...	3
Burton	218	110	5	90	8	119	204	201	140	182	46	81	...	...	...	2	16	8	...	4	...	2	6
Lincoln	115	65	5	39	6	66	15	112	86	85	25	28	1	...	...	...	3	1	2	1	1	4	...
Maugerville	71	26	4	88	5	45	70	70	56	54	82	19	...	2	4	1	6	2	1	1	1	2	...
Northfield	28	14	1	12	1	11	24	24	19	17	...	...	...	...	...	...	1	1	1	...	...	1	...
Sheffield	90	41	7	33	9	55	81	81	67	67	25	14	...	...	...	...	3	...	3	...	...	8	...
Corres. Term 1870..	765	387	35	295	48	437	734	726	571	556	254	218	158	2	8	8	1	11	26	25	114	8	4
Increase	605	399	36	289	21	308	594	586	501	493	13	262	154	11	13	9	2	123	59	17	210	8	6
Decrease	160	78	...	56	47	129	140	140	70	68	15	...	4	...	...	...	...	...	8	...	4	5	8
	...	...	1	...	...	...	...	...	...	...	...	12	...	9	10	1	1	112	33	...	1	...	1

VICTORIA.

Andover	92	42	8	32	10	61	92	92	90	90	78	58	24	...	3	...	4	2	...	4	...	2	2
Gordon	67	22	2	37	6	46	65	65	59	57	6	35	17	...	...	...	...	2	...	...	...	2	1
Grand Falls	152	74	6	60	12	86	138	138	90	90	13	20	13	4	...	...	...	4	1	3	1	1	2
Madawaska	177	66	4	97	10	105	165	160	93	93	17	16	22	5	6	1	1	15	5	3	5	2	1
Perth	76	37	3	29	7	46	76	76	46	46	...	7	4	7	...	...	...	...	2	1	1	1	2
St. Basil	44	23	1	20	...	30	44	35	24	23	...	6	1	1	...	...	...	...	1	1	1	1	2
St. Francis	114	55	3	55	1	67	104	110	80	80	13	24	11	...	...	...	...	4	1	4	1	1	8
St. Leonard	84	34	...	47	3	54	81	80	70	65	...	4	7	...	...	...	...	...	4	2	2	...	2
Corres. Term 1870..	806	353	27	377	49	494	765	756	552	544	35	190	171	78	10	7	4	4	19	20	10	18	7
Increase	890	411	33	408	38	529	861	840	659	656	34	188	181	67	16	5	5	...	6	25	11	19	8
Decrease .....	...	...	...	...	11	...	...	...	...	...	2	2	...	11	...	2	...	...	...	...	...	...	...
	84	57	6	81	...	35	96	84	107	112	...	10	...	6	...	1	...	12	47	5	1	1	4

WESTMORLAND.

Botsford	359	148	46	131	34	181	344	341	305	301	7	43	32	26	10	1	...	...	...	...	...	7	3
Dorchester	504	255	21	212	16	278	485	480	460	451	11	161	119	102	8	8	...	...	5	26	15	...	4
Moncton	476	250	21	200	6	284	461	454	416	410	51	155	153	64	9	2	...	...	8	35	13	...	8
Sackville	458	224	17	197	20	230	409	408	332	325	26	128	127	89	...	1	5	...	2	1	12	...	4
Salisbury	419	187	41	170	21	209	416	410	386	391	...	171	170	53	9	10	11	...	5	8	10	...	4
Shediac	580	283	39	247	11	341	538	529	449	450	12	93	56	42	9	1	2	1	4	18	18	...	10
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	3
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	14
	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	4

TABLE A.—Part II.

WESTMORLAND.—Continued.

PARISHES.	PUPILS.										SCHOOL HOUSES.																	
	MALE.				FEMALE.		Average attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.	State of repair.			Private						
	Under 16		Over 16		Spelling	Reading		Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	T. Surveying		Navigation	Algebra	Other branches							
	Under 16	Over 16	Under 16	Over 16																			Good	Middling	Inferior	Public		
Westmorland.....	300	153	81	101	15	470	285	253	271	261	..	124	114	111	24	6	9	..	1	5	7	7	3	2	2	7	..	
	3096	1500	216	1258	122	1733	2938	2905	2599	2589	107	875	771	487	69	29	27	1	3	29	105	86	..	40	26	20	59	27
Corres. Term 1870..	3040	1528	201	1164	147	1611	2952	2878	2585	2534	101	901	776	464	107	30	33	8	10	31	14	85	..	43	17	25	54	31
Increase.....	56	..	15	94	..	122	..	32	14	55	6	..	..	23	..	..	..	..	..	..	91	1	..	..	9	..	5	..
Decrease .....	..	28	..	..	25	..	14	..	..	..	..	26	5	..	38	1	6	7	7	2	..	..	..	8	..	5	..	4

YORK.

Bright.....	233	122	11	97	3	123	212	210	184	183	93	125	84	7	3	...	...	...	...	5	7
Canterbury.....	226	105	12	91	18	111	211	209	163	161	59	76	26	2	3	2	...	...	2	5	5
Douglas.....	247	124	16	101	6	151	237	230	186	184	80	41	26	5	4	...	...	...	3	12	6
Dumfries.....	129	62	11	41	15	73	124	124	97	90	...	...	...	...	...	...	...	...	...	...	...
Frederickton.....	666	306	6	340	14	413	644	634	597	501	115	300	287	170	9	6	3	...	8	27	19
Kingsclear.....	136	68	7	49	12	73	136	130	116	115	...	50	54	49	2	...	1	...	1	...	...
Manners-Sutton.....	154	75	4	71	4	85	141	140	105	104	28	19	7	...	...	...	...	...	...	...	...
New Maryland.....	27	11	1	14	1	13	27	25	23	25	...	...	...	...	...	...	...	...	...	...	...
Prince William.....	141	67	6	62	6	74	141	141	120	118	16	24	24	7	...	1	...	1	...	...	...
Queensbury.....	214	97	23	69	25	104	192	192	150	141	19	62	69	56	2	...	...	...	...	...	...
St. Marys.....	3	9	169	8	116	16	196	309	299	268	265	29	99	85	42	...	...	...	...	...	...
Southampton.....	56	23	5	24	4	30	53	53	41	40	12	9	9	9	...	...	...	...	...	...	...
Stanley.....	184	97	4	71	12	98	184	180	154	145	58	43	20	2	...	...	...	...	...	...	...
	2722	1326	114	1146	136	1574	2611	2567	2124	2063	906	866	504	39	16	9	...	...	16	49	75
Corres. Term 1870..	2784	1312	158	1138	126	1452	2616	2579	2163	2125	213	819	801	506	35	14	21	...	23	102	74
Increase.....	...	14	...	8	10	122	...	...	...	...	87	65	...	...	4	2	...	...	...	...	...
Decrease.....	12	...	44	...	...	...	5	12	39	62	...	...	2	...	...	11	...	...	7	53	...

ABSTRACT TABLE A—PART II.—MARCH TERM, 1871.

COUNTIES.	PUPILS.										NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.													SCHOOL HOUSES.					
	MALES.		FEMALES.		Average Attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other	Build- ing.			State of repair.			Private		
	No. of Schools	Whole Number on the Register	Under 16	Over 16																	Frame	Log	Good	Middling	Inferior	Public			
Albert,	46	1,638	749	167	664	79	516	1,619	1,568	1,359	1,315	51	534	447	329	251	131	51	6	15	25	46	19	13	14	30	16		
Carleton,	71	2,640	1,256	164	1,097	121	1,475	2,566	2,512	2,045	1,995	129	850	842	651	45	24	21	3	12	73	71	35	23	13	50	21		
Charlotte,	79	3,155	1,563	197	1,237	158	1,762	3,063	3,027	2,457	2,467	293	716	992	483	109	17	3	4	11	40	78	43	23	13	50	29		
Gloucester,	35	1,170	577	24	655	14	509	1,124	1,104	865	845	3	132	98	23	25	3	1	1	3	15	32	13	15	7	25	10		
Kent,	55	1,762	878	55	798	31	1,029	1,656	1,636	1,319	1,296	77	335	292	135	0	24	5	1	1	34	52	3	29	13	40	15		
King's,	94	3,170	1,524	239	1,265	139	1,623	3,095	3,048	2,699	2,656	142	1,149	1,081	653	50	17	1	45	93	94	31	32	31	84	10			
Northumberland,	75	2,861	1,464	136	1,157	102	1,489	2,755	2,716	2,335	2,320	201	768	687	239	33	31	8	56	107	69	6	34	19	22	57	18		
Queen's,	68	1,799	861	127	726	83	931	1,744	1,724	1,413	1,402	202	655	694	405	46	30	16	4	35	89	56	2	26	15	17	46	10	
Restigouche,	17	613	311	5	290	4	334	608	602	457	454	..	159	132	42	5	9	5	..	2	5	14	3	7	8	2	15	2	
St. John,	121	5,807	3,076	153	2,471	105	3,375	5,589	5,515	4,504	4,472	872	2,303	2,293	1,303	161	66	47	3	8	108	317	121	53	33	5	38	83	
Shawbury,	26	765	387	35	295	48	437	734	726	571	556	28	254	213	155	2	3	8	1	11	26	25	1	14	8	4	21	5	
Victoria,	30	806	353	27	377	49	494	765	756	552	544	36	190	171	78	10	7	4	1	4	19	20	10	18	7	5	17	13	
Westmorland,	86	3,096	1,500	216	1,256	113	1,733	2,988	2,905	2,599	2,589	107	875	771	487	69	29	27	1	3	29	105	86	40	26	20	59	27	
York,	79	2,723	1,326	114	1,148	136	1,574	2,611	2,567	2,124	2,063	205	906	866	504	39	16	9	..	16	49	75	4	33	37	9	49	30	
.....	572	32,025	15,828	1,661	13,341	1191	17,671	30,872	30,416	25,329	24,984	2349	10026	9579	5000	667	355	103	24	27	342	997	839	33	455	272	175	583	269
Mar. Term 1870,	825	30,693	15,131	1,789	12,545	1226	16,625	29,732	29,055	24,621	24,165	2303	9162	9234	5374	703	316	230	37	25	313	956	783	42	179	141	205	551	274
Increase,	47	1332	698	..	796	..	1016	1140	1381	708	819	46	864	345	226	..	9	..	2	29	41	56	..	131	..	32	15		
Decrease, .....	..	..	..	125	..	37	..	..	..	..	..	..	..	..	..	36	..	37	13	..	..	9	54	..	30	..	..

GEO. THOMPSON, Asst Supt.
Education Office, Fredericton, Dec. 1871.

GEO. THOMPSON, Asst. Supt.

Education Office, Fredericton, Dec. 1871.

SUPERIOR SCHOOLS, AS EMBODIED IN TABLE A,

LOCALITY.		TEACHERS.										COMPENSATION.	
COUNTY.	PARISH.	NAMES.	Native of	Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Not reported	Trained or exam'd	Time in months	Provincial	Local
Albert,.....	Coverdale	Tobias Addy	N B	..	..	1	..	..	..	T 32	..	\$93 75	\$93 75
	Hillsboro'	Chipman Bishop.....	do.	..	..	..	..	1	..	T 6	..	109 50	154 50
		Isabella Monks, Ass't }	..	..	..	..	..	..	..	..	..	55 00	
Carleton,.....	Richmond	Ivory Kilburn.....	do.	..	..	1	..	..	..	T 6	..	150 00	150 00
	Wakefield	W. W. B. Anderson ..	do.	..	..	1	..	..	..	T 6	..	150 00	150 00
	Wilnot	Richard Wheeler.....	do.	..	..	..	..	1	..	T 74	..	138 95	138 95
	Woodstock	William M'Intosh	S	..	..	1	..	..	..	T 6	..	150 00	150 00
Charlotte,	St. Andrews	David B. White.....	S	..	..	1	..	..	..	T 6	..	150 00	191 50
		Rachel Mowatt, Ass't }	..	..	..	..	..	..	..	24	..	18 75	
Kent,.....	Richibucto	George Alf. Coates ..	N B	..	..	1	..	..	..	T 6	..	150 00	198 00
		C Williston, Ass't .. }	..	..	..	..	..	..	..	6	..	45 00	
King's,.....	Norton	Clifford B. Freeman..	N B	..	..	1	..	..	..	T 6	..	150 00	167 50
		Amelia Baxter, Ass't	..	..	..	..	..	..	..	..	..	17 50	
	Sussex	Samuel C. Wilbur ..	N B	..	..	..	..	1	..	T 9	..	218 75	367 50
		Mary E. Davis, and.. }	..	..	..	..	..	..	..	1	..	9 17	
		C. Raymond, Ass'ts.. }	..	..	..	..	..	..	..	3	..	27 50	
Northumberl'd	Derby	William W. Allen	do.	..	..	..	..	..	..	T 6	..	150 00	150 00
	Newcastle.....	John Seivewright.....	..	..	..	1	..	..	..	T 6	..	150 00	320 00
		William Russell, and }	N B	..	..	..	..	..	..	X 6	..	75 0	
		C. Alexander, Ass'ts }	..	..	..	..	..	..	..	6	..	55 00	
Queen's,.....	Cambridge	Willard E. M-Intyre. ..	do.	..	..	..	..	1	..	4	..	100 00	100 00
	Gagetown	E. H. M-Alpine. A. B ..	do.	..	..	..	..	1	..	X 64	..	158 33	158 33
	Hampstead	Nehemiah Ayer. A. B..	..	..	..	..	..	1	..	X 6	..	150 00	150 00
	Johnston	R. Armstrong, M. D. ..	S	..	..	1	..	..	..	T 3	..	75 00	75 00
Restigouche, ..	Addington	Charles N. Scott	N B	..	..	..	..	1	..	T 6	..	150 00	150 00
St. John,.....	Lancaster	M. Allen Wall	do.	1	..	..	..	..	..	T 6	..	150 00	185 00
	Portland.....	Robert Aitkin	S	..	..	1	..	..	..	T 6	..	150 00	158 65
	St. John No. 1 ..	Thos. W. Lee, A. B. ..	N B	1	..	..	..	..	..	X 6	..	150 00	300 00
	St. John No. 2 ..	John Montgomery	I	..	..	1	..	..	..	T 6	..	150 00	160 00
Sunbury,.....	Missville	Josiah Murphy.....	N B	..	..	1	..	..	..	T 6	..	139 00	139 00
	Yaugerville	Geo. Stewart.....	I	..	..	1	..	..	..	T 6	..	150 00	150 00
Westmorland..	Dorchester	Edward V. Tait.....	do.	1	..	..	..	..	..	T 6	..	150 00	216 00
		G. Morrison, Ass't .. }	do.	..	..	..	..	..	..	6	..	55 00	
	Moncton	James G. M-Curdy ..	N S	..	..	1	..	..	..	T 6	..	150 00	245 00
		Mary M-Carthy, and }	..	..	..	..	..	..	..	6	..	55 00	
		C. Trenholm, Ass'ts.. }	..	..	..	..	..	..	..	6	..	35 00	
	Sackville	John Moser	N S	..	..	..	..	1	..	T 6	..	102 00	102 00
	Salisbury	George E. Baxter.....	N B	..	..	..	..	1	..	T 6	..	150 00	205 00
		Annie Currie, Ass't.. }	..	..	..	..	..	..	..	T 6	..	55 00	
York,.....	She liac	Wm. A. Barnes.....	do.	1	..	..	..	..	..	T 6	..	150 00	190 00
	Westmorland ..	James Dalton	do.	..	1	..	..	..	..	T 6	..	144 50	144 50
	Cat terbury	W. Odher Slipp.....	do.	..	..	..	..	1	..	X 6	..	107 50	107 50
	Do iglas	Geo. D. Carter	do.	..	..	..	..	1	..	T 6	..	146 00	146 00
	St. Mary's	E. Speirs Nicolson	S	..	..	1	..	..	..	T 6	..	150 00	180 00
Number of Schools.....			32	4	1	12	4	8	3	..	..	\$5036 50	\$5491 08
Corresponding Term 1870.....			31	7	..	10	3	10	1	..	..	4908 25	5179 33
Increase.....			..	..	1	2	1	..	2	..	..	\$125 25	\$311 75
Decrease.....			..	3	..	..	..	..	..	..	..	..	..

NOTE.—Beside the number of Pupils in the Branches specifically set

(I & II PARTS) FOR THE TERM ENDED 31st MARCH, 1871.

PUPILS.

Number on the Registers	MALE.		FEMALE.		Av'g. attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.														APPARATUS			
	Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	Land Survey'g	Navigation	Algebra	Other	Black Boards	Maps	Globes	Tablets
43	13	2	23	5	25	43	43	43	43	28	28	16	..	..	..	..	..	3	..	1	1	..	..
80	32	3	42	3	49	80	80	66	70	36	29	24	2	3	..	..	..	4	..	1	1	..	..
54	24	6	20	4	32	54	54	50	46	37	50	28	2	5	1	..	..	2	30	1	1	..	..
49	17	5	22	5	33	49	49	43	42	36	37	20	9	6	6	4	..	3	16	1	1	..	..
66	30	4	28	4	30	66	66	46	44	13	12	30	4	1	3	..	..	1	..	1	1	..	..
67	33	6	21	7	40	67	67	60	58	33	36	22	5	3	3	1	..	10	1	1	1	..	..
107	47	14	28	8	66	107	107	79	96	56	84	24	27	3	..	..	1	19	..	1	1	..	..
67	40	4	22	1	46	67	67	55	55	38	43	37	1	23	5	..	1	1	..	1	1	..	..
57	36	11	9	1	40	56	53	56	50	49	37	24	6	11	..	..	..	11	..	1	1	1	..
84	41	11	18	15	43	76	76	70	67	53	47	49	..	19	5	1	..	3	..	1	1	..	1
63	28	7	24	4	30	63	63	60	61	36	28	15	1	4	..	..	..	8	..	1	1	..	..
143	82	5	54	2	76	142	143	140	136	73	78	35	7	11	10	6	..	31	25	1	1	1	1
28	16	4	7	1	21	28	28	25	23	17	11	10	6	2	..	..	..	5	7	1	1	..	..
53	18	10	23	2	23	50	50	50	40	35	35	19	3	3	2	..	..	2	..	1	1	..	1
27	18	6	7	1	14	27	27	27	27	18	20	5	2	2	..	1	..	2	9	1	1	1	..
40	20	3	17	..	25	36	36	36	24	24	24	15	..	3	..	..	2	4	2	1	1	..	..
59	26	1	29	1	33	59	59	49	46	25	20	8	..	1	1	..	..	1	..	1	1	..	1
53	31	5	15	2	31	53	51	51	46	36	36	36	9	11	4	..	..	9	..	1	1	1	..
57	42	7	8	..	28	46	47	53	50	20	26	20	7	3	..	..	..	..	..	1	1	..	..
36	31	2	..	..	27	36	36	36	36	36	36	36	3	16	..	..	..	5	20	1	1	1	..
74	53	7	12	2	44	74	74	74	74	73	73	42	30	7	..	..	..	12	..	1	1	1	..
45	21	5	14	5	24	45	40	35	35	31	15	14	1	1	1	4	..	4	2	1	1	..	..
35	12	1	20	2	27	35	35	30	25	19	15	9	..	2	4	1	..	5	6	1	1	1	..
66	36	..	28	2	46	66	66	66	66	37	65	27	1	8	..	..	..	5	..	1	1	1	..
96	55	2	37	2	72	96	86	96	96	50	60	8	7	8	..	..	..	8	..	1	1	1	..
43	33	..	10	..	20	43	43	31	29	18	27	19	..	..	4	..	1	..	..	1	1	..	..
61	30	2	27	2	41	61	61	61	61	42	50	18	2	6	..	..	..	2	..	1	1	..	..
50	24	5	16	5	50	50	48	48	32	23	22	1	1	1	2	1	1	4	..	1	1	1	..
67	24	8	22	13	30	67	67	61	61	38	22	40	10	1	5	..	..	3	6	1	1	..	..
70	41	5	24	..	21	70	69	58	56	20	27	3	..	3	2	..	..	2	4	1	1	..	1
59	32	4	20	3	38	57	57	47	51	32	23	18	4	5	4	..	..	3	12	1	1	1	1
63	63	..	20	..	53	63	53	53	79	63	39	21	4	4	4	..	..	4	2	1	1	1	1
1974	1050	155	667	102	1179	1944	1915	1883	1717	1141	1142	704	153	176	66	19	6	166	137	32	32	14	6
1916	1022	188	603	105	1134	1699	1696	1753	1655	1095	1132	736	179	148	62	17	9	138	159	31	31	12	9
56	26	..	64	..	43	45	49	130	22	46	10	..	..	28	..	2	..	30	..	1	1	2	..
..	..	33	..	3	..	..	..	..	..	..	..	..	32	26	..	16	..	3	..	22	..	..	3

forth above, there were 49 in French, 49 in Latin, and 10 in Greek.

TABLE B.---PART I.

Shewing the Number of Schools; Teachers, their Religious Denomination, Class, and Compensation; as provided for Term ended 30th Sept, 1871.

ALBERT.

PARISHES.	TEACHERS.														COMPENSATION.															
	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	REL. DENOMINATION.						Trained	Untrained	SEX, CLASS, &c.				Total	Boarding round	Provincial		Local			
											Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congregationalist			Not reported	MALE.		FEMALE.								
																				Single	Married	1	2	3	1	2		3	Single	Married
Alma.....	4	3	1	4	4	1	4	...	...	4	3	1	...	1	2	3	...	...	4	...	...	...	...	\$152 50	\$175 00
Coverdale.....	6	1	5	4	2	1	5	...	6	...	...	...	...	1	2	3	...	...	6	...	2	...	...	402 50	408 17
Elgin.....	5	2	3	4	1	3	2	...	5	...	1	1	2	1	...	...	...	...	5	...	1	...	...	235 00	359 50
Harvey.....	6	...	6	6	4	2	...	...	6	1	...	...	5	...	...	...	...	...	6	...	2	...	...	343 34	400 84
Hillsborough.....	12	6	6	12	10	2	12	1	1	1	1	1	4	2	...	1	5	1	3	5	8	1	648 45	752 17				
Hopewell.....	6	...	6	5	1	3	3	...	6	2	4	...	5	1	...	1	1	1	3	1	...	828 83	402 68				
Corres. Term 1870..	39	12	27	35	4	21	18	...	39	2	2	2	11	23	...	2	35	7	7	6	7	13	5	9	8	\$2110 12	\$2198 81			
Increase.....	5	4	1	9	...	8	5	1	1	1	2	1	6	...	1	2	1	3	1	...	2	1839 72	2270 61			
Decrease.....	4	...	3	\$271 40	227 70				

CARLETON.

Aberdeen.....	2	1	1	2	...	1	...	...	2	...	...	...	...	...	...	...	...	...	...	...	...	...	1	\$122 50	\$159 00
Brighton.....	6	4	2	5	1	3	...	...	6	...	...	...	...	5	...	...	...	...	...	...	...	...	...	284 16	339 25
Kent.....	6	...	6	4	2	2	4	...	6	...	2	1	1	3	...	...	...	...	...	...	...	...	...	189 35	252 60
Northampton.....	3	2	1	3	...	1	2	...	3	...	...	...	2	1	...	...	...	...	...	...	...	...	...	126 66	152 00
Peel.....	5	2	3	4	1	1	4	...	5	...	...	...	3	...	...	2	...	...	...	...	...	...	...	176 67	266 99
Richmond.....	14	13	1	12	2	10	4	...	14	1	...	8	2	1	...	...	...	...	...	...	...	...	...	737 75	966 05
Simonds.....	5	4	1	4	1	3	2	...	5	...	1	1	...	3	...	...	...	...	...	...	...	...	...	422 57	464 66

Wakefield.....	10	7	3	9	1	6	4	1	10	1	2	4	3	...	7	8	3	2	...	5	2	2	1	5	...	10	1	\$633	74	\$817	15			
Wicklow.....	8	5	3	8	...	4	4	...	8	1	...	2	5	...	7	1	1	1	2	...	1	1	4	4	1	8	1	296	66	472	12			
Wilmot.....	5	4	1	5	...	3	2	...	6	2	...	1	2	...	5	...	...	1	...	1	1	1	2	4	...	5	1	194	99	234	66	
Woodstock.....	14	2	12	12	2	6	8	2	14	3	2	1	3	5	...	11	3	1	...	...	2	6	3	7	5	14	...	737	50	766	50	
Corres. Term 1870..	78	44	34	68	10	40	38	3	78	8	7	15	17	29	...	2	61	17	10	8	9	8	19	14	16	21	41	10	78	12	\$3922	55	\$1790	98
	69	34	35	58	11	38	31	2	69	10	8	9	17	23	...	3	48	22	10	9	14	16	17	8	12	1	33	4	70	14	3663	40	4467	62
Increase.....	9	10	...	10	...	2	7	1	9	6	13	2	6	4	4	8	6	8	...	\$259	15	\$323	36		
Decrease.....	1	...	1	2	1	5	1	5	8	2		

CHARLOTTE.

Campo Bello.....	5	...	5	5	...	2	3	...	5	1	1	...	...	3	...	5	...	1	1	...	1	1	...	3	...	3	...	...	\$266	25	\$277	80
Dumbarton.....	5	5	...	3	2	1	4	...	5	3	1	...	...	1	...	5	...	...	1	...	1	3	...	8	1	5	...	3	210	28	254	75
Grand Manan.....	8	2	1	3	...	8	...	...	8	1	...	...	2	...	...	2	1	...	1	...	2	1	...	1	...	3	1	150	00	264	08	
Lepreau.....	2	2	1	1	1	...	1	...	2	1	1	...	...	...	...	1	1	...	1	...	1	1	...	1	...	2	1	90	00	160	30	
Pennfield.....	4	1	3	3	1	1	3	...	4	1	...	...	3	...	...	4	...	...	...	3	...	1	4	...	1	4	2	227	50	265	68	
St. Andrews.....	13	4	9	11	2	5	8	...	13	5	3	5	...	...	11	2	2	2	1	1	4	3	3	2	8	...	13	1	731	66	955	13
St. David.....	6	5	1	6	...	3	3	...	5	1	...	1	2	2	...	4	2	...	2	...	2	1	4	5	1	6	2	248	32	371	50		
St. George.....	9	4	5	7	2	5	4	...	9	2	2	1	...	4	...	9	...	2	2	2	4	2	1	3	...	8	3	500	20	694	67		
St. James.....	8	7	1	6	2	3	5	...	8	1	...	4	...	1	1	8	...	...	2	...	1	1	2	3	6	...	9	1	345	38	488	33
St. Patrick.....	5	3	2	3	2	...	5	...	5	...	2	1	2	...	...	3	2	...	1	1	1	1	2	...	1	3	...	5	228	95	350	50
St. Stephen.....	24	10	14	19	5	8	16	...	24	4	3	5	8	3	1	16	8	4	2	2	4	4	7	12	6	24	5	1136	02	2125	18		
West Isles.....	5	4	1	5	...	2	3	...	5	1	...	...	...	3	...	1	3	2	...	1	2	...	1	1	2	...	5	1	198	12	412	68
Corres. Term 1870..	89	45	44	72	17	31	58	...	89	21	13	17	12	21	3	71	18	9	13	8	13	17	18	22	19	51	8	89	22	\$4882	68	\$6620	60
	84	44	40	69	15	29	55	...	84	21	13	17	10	17	1	6	66	19	11	12	7	19	15	19	21	49	6	85	24	3915	61	6121	71
Increase.....	5	1	4	3	2	2	3	...	5	...	...	...	2	4	2	...	5	...	1	...	2	...	3	3	...	2	4	...	\$417	07	\$498	89
Decrease.....	3	4	2	2

GLOUCESTER.

Bathurst	11	3	8	7	4	7	4	1	11	...	5	4	2	1	...	8	4	1	...	2	2	1	...	3	6	9	...	12	1	\$631	54	\$705	63
Beresford	5	1	4	4	1	3	2	...	1	5	...	6	...	1	...	3	4	1	...	2	2	1	...	3	3	1	7	...	...	390	01	723	00
Caracquet	4	2	2	4	...	1	3	...	4	...	3	1	...	...	...	2	2	...	1	...	2	1	...	1	2	...	4	...	...	173	12	207	80
Inkerman	3	1	2	3	...	1	2	...	1	3	...	3	...	...	...	1	2	1	1	1	1	2	...	...	...	...	3	...	...	180	00	180	00

TABLE B.—PART I.
GLOUCESTER.—Continued.

PARISHES.	TEACHERS.													COMPENSATION.																
	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	REL. DENOMINATION.						Untrained	SEX, CLASS, &c.						Boarding round	Total	Provincial	Local			
											Episcopalian	Rom Catholic	Presbyterian	Methodist	Baptist	Congregationalist		Not reported	MALE.			FEMALE.								
																			1	2	3	Single	Married					1	2	3	Single	Married
New Bandon.....	7	5	2	4	3	8	4	1	1	7	1	3	1	2	1	1	3	4	1	1	1	1	4	3	3	7	\$274 16	\$356 36		
Samarez.....	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	45 00	80 00		
Shippegan.....	5	2	3	3	3	5	5	2	2	5	3	3	2	2	2	2	2	5	5	1	1	1	1	1	1	5	1	207 50	315 00	
Corres. Term 1870..	36	14	22	26	10	16	20	1	2	36	2	23	8	5	1	1	1	18	21	3	2	12	8	9	3	4	39	\$1901 83	\$2567 79	
Increase.....	42	15	27	30	12	11	31	1	4	42	3	30	8	2	1	1	1	17	28	3	3	17	8	15	1	4	45	2	2048 94	2728 88
Decrease.....	6	1	5	4	2	11	1	2	6	1	7	1	3	3	1	1	1	1	7	1	5	1	6	4	2	2	6	...	\$147 61	\$161 11

KENT.

Carleton.....	5	1	4	2	3	1	4	1	5	1	5	4	1	1	1	1	1	1	5	6	1	1	1	1	1	1	2	4	5	\$190 83	\$254 00	
Dundas.....	9	2	7	6	3	1	8	1	9	1	11	2	5	4	4	4	4	4	3	6	2	5	1	6	1	2	4	9	1	890 00	419 93	
Richibucto.....	11	6	5	10	1	6	5	1	11	2	5	4	1	1	1	1	1	1	11	3	6	2	1	3	3	9	11	4	601 60	659 97		
St. Louis.....	3	3	3	3	3	2	1	1	3	3	3	3	3	3	3	3	3	3	1	2	1	1	2	1	1	1	3	2	143 50	164 33		
St. Marys.....	7	2	5	4	3	1	6	1	7	1	7	1	5	1	1	1	1	1	2	5	3	5	2	3	1	1	2	7	2	246 45	288 79	
Weldford.....	11	10	1	10	1	1	10	1	11	3	8	1	1	1	1	1	1	1	10	1	1	2	2	1	3	5	8	11	5	439 16	547 75	
Wellington.....	9	1	8	4	5	2	7	1	9	1	9	5	3	1	1	1	1	1	8	1	1	2	4	3	1	1	5	9	4	392 07	546 34	
Corres. Term 1870..	55	25	30	39	16	14	41	1	55	3	55	34	17	1	1	1	1	1	40	15	1	8	15	13	11	7	12	12	20	\$2408 67	\$2872 11	
Increase.....	55	20	35	44	11	13	42	2	55	7	36	13	1	1	1	1	1	1	41	16	2	8	14	14	10	8	10	15	29	4	2466 85	3066 99
Decrease.....	5	5	5	5	5	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	2	2	2	9	\$33 18	\$194 88	

SAINT JOHN.

Lancaster.....	14	9	5	10	4	6	8	1	2	14	3	4	3	1	3	1	1	1	4	2	3	2	2	5	1	2	5	8	...	15	2	\$790	82	\$1057	50	
Portland.....	31	2	29	27	4	19	12	1	4	31	11	8	3	1	8	...	1	31	1	5	9	1	4	11	2	9	6	16	1	32	...	1753	75	2413	18	
St. John, No. 1.....	43	...	43	39	4	32	11	10	15	43	22	8	8	7	11	...	1	45	12	10	2	3	9	6	24	17	1	35	7	57	...	3210	83	5049	91	
St. John, No. 2	11	2	9	9	2	7	4	1	3	11	3	4	3	2	1	...	...	11	2	4	...	4	3	4	2	7	2	13	...	...	790	00	914	72	
St. Martins.....	11	3	8	4	7	5	6	...	...	11	3	3	1	...	4	...	10	1	...	2	2	3	1	1	3	3	7	...	11	3	431	25	538	00	
Simonds.....	12	7	5	7	5	3	9	...	...	12	3	8	1	...	...	...	10	2	...	4	1	3	2	1	1	5	7	...	12	2	584	16	690	73	
Corres. Term 1870..	122	23	99	96	26	72	50	13	24	122	45	35	19	11	27	...	3	118	22	21	20	9	21	29	32	36	22	80	10	140	7	\$7560	81	10654	04	
Increase.....	128	27	101	105	23	81	47	10	24	128	42	38	25	15	25	...	2	121	26	24	23	7	25	29	38	34	21	87	6	147	9	7548	55	10951	82	
Decrease	6	4	2	9	...	3	...	3	3	...	3	2	...	1	2	2	1	...	4	\$12	26	...	\$287	78

SUNBURY.

Blissville.....	10	5	5	6	4	3	7	...	...	10	...	...	1	1	8	...	8	2	1	2	1	4	...	...	2	4	6	...	10	4	\$405	66	\$475	00
Burton.....	8	3	5	5	3	5	3	...	...	8	2	2	...	...	4	...	5	3	1	1	...	1	1	1	1	4	6	...	8	...	290	83	361	68
Lincoln.....	3	1	2	2	1	1	2	...	...	3	...	1	...	...	2	...	3	...	...	...	...	1	...	1	1	2	...	3	1	100	00	106	00	
Maugerville.....	2	2	2	2	...	2	...	1	1	2	...	1	...	1	...	...	2	...	1	1	2	...	...	...	...	...	...	2	...	205	00	205	00	
Northfield.....	2	2	1	1	2	...	2	...	2	1	...	1	...	1	...	...	...	2	...	2	...	2	...	...	...	...	...	2	...	90	00	120	00	
Sheffield.....	3	2	1	1	2	1	2	...	...	3	...	...	1	1	1	...	3	...	...	2	...	2	...	1	...	1	...	3	1	165	00	215	00	
Corres. Term 1870..	28	13	15	17	11	12	16	1	1	28	3	8	4	2	16	...	21	7	3	7	3	9	4	1	5	9	15	...	28	6	\$1257	49	\$1432	68	
Increase.....	22	6	16	18	4	12	10	1	...	22	4	2	3	2	11	...	18	4	4	4	2	8	2	2	5	5	12	...	22	6	1267	17	1480	84	
Decrease.....	6	7	7	...	6	6	...	1	1	...	5	...	3	3	...	3	1	1	2	4	3	...	6	\$9	68	\$1	84

VICTORIA.

Andover.....	4	3	1	4	...	2	2	...	...	4	3	...	1	...	...	3	1	2	1	...	2	1	...	1	1	...	4	1	\$295	68	\$336	93	
Gordon.....	1	1	...	1	...	1	...	...	...	1	...	...	1	...	...	...	...	1	...	1	...	1	...	...	...	...	1	...	115	09	115	09	
Grand Falls.....	2	...	2	1	1	1	1	...	...	2	...	1	...	1	...	...	1	1	...	...	1	...	...	...	...	1	...	2	2	110	00	110	00
Madawaska.....	6	1	5	5	1	3	3	...	...	6	1	5	...	...	...	...	6	...	2	2	...	...	...	...	4	4	...	6	3	230	00	285	00
Perth.....	1	1	...	1	...	1	...	...	...	1	...	1	...	...	...	...	1	...	...	...	...	...	...	1	1	...	1	...	41	25	62	50	
St. Basil.....	3	3	...	2	1	1	2	...	...	3	...	3	...	...	...	...	3	...	2	1	1	...	...	...	1	1	...	3	...	125	00	130	00

TABLE B.—PART I.

VICTORIA.—Continued.

PARISHES.	TEACHERS.																														
	Number of Schools	Without Committees				With Black Boards				Without BlackBoards				Authorized Books				REL. DENOMINATION.					Boarding round	COMPENSATION.							
		With Committees	Without Committees	With Black Boards	Without BlackBoards	With Maps	Without Maps	With Globes	With Tablets	Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Congregationalist	Not reported	Trained	Untrained	MALE.					FEMALE.							
																			Single		Married			Single		Married					
																			1	2	3	1		2	3	1	2	3	1	2	3
																			1	2	3	1		2	3	1	2	3	1	2	3
St. Francis.....	8	...	8	6	2	8	...	...	8	...	...	...	...	...	...	...	8	...	...	6	5	1	8	3	\$309 16	\$315 50	
St. Leonard.....	5	...	5	2	3	5	...	5	...	5	...	...	...	...	...	...	5	...	...	3	2	1	5	1	183 33	183 33	
Corres. Term 1870..	30	9	21	22	8	8	22	1	2	1	...	...	...	...	...	...	6	24	4	2	7	8	5	30	10	\$1409 51	\$1538 35
Increase.....	34	10	24	18	16	14	20	...	34	2	25	1	2	4	...	...	8	26	3	1	13	10	7	34	5	1278 94	1501 89		
Decrease .....	...	...	...	4	...	2	...	...	...	2	...	...	...	...	...	...	...	...	1	1	...	...	1	...	5	\$130 57	\$36 46

WESTMORLAND.

Botsford	10	5	5	7	3	2	8	...	10	...	6	1	2	1	...	...	3	7	...	3	5	3	5	...	...	2	...	10	1	\$455	83	\$536	27	
Dorchester.....	17	1	16	12	5	6	11	...	17	2	9	...	2	3	...	2	8	10	...	1	2	6	3	3	3	3	9	...	18	1	981	87	1249	06	
Moncton	10	2	8	10	...	8	2	1	10	...	2	3	3	4	...	...	1	2	...	1	2	6	3	3	3	8	1	12	1	688	33	1089	75	
Sackville	14	8	6	10	4	9	5	...	14	4	...	1	5	3	...	1	1	3	...	5	1	2	4	3	2	3	7	1	14	2	642	50	777	32	
Salisbury	13	8	5	10	3	8	5	...	13	2	1	2	2	5	...	2	13	1	...	1	...	1	...	2	7	2	3	10	2	14	2	775	41	880	08
Shediac	18	6	12	13	5	2	16	...	18	2	13	2	...	1	...	...	6	12	1	2	11	5	9	2	2	...	4	...	18	2	975	22	1963	06
Westmorland.....	6	2	4	6	...	6	...	...	6	...	...	...	5	1	...	...	5	1	2	2	1	3	2	1	...	...	1	...	6	...	329	37	403	40
	88	32	56	68	20	41	47	1	2	88	10	31	9	19	18	...	5	58	34	6	16	25	20	27	23	9	13	41	4	92	9	\$4848	53	\$5998	94
Corres. Term 1870..	88	30	58	69	19	37	51	2	9	88	14	29	7	12	24	...	5	64	27	9	17	20	20	26	16	11	18	36	9	91	11	4863	21	5774	93
Increase.....	...	2	...	...	1	...	4	...	...	...	2	2	7	...	...	...	...	7	...	...	5	...	1	7	...	...	5	...	1	...	...	...	\$224	01
Decrease .....	...	...	2	1	...	4	...	1	7	...	4	...	...	6	...	...	6	...	3	1	...	...	...	...	2	5	...	5	...	2	\$14	68	...	...

YORK.

Bright.....	10	4	6	9	1	8	2	...	10	2	...	1	7	...	8	2	1	1	1	2	1	3	2	2	7	...	10	2	\$140	19	\$509	50			
Canterbury	8	3	5	5	3	3	5	...	1	8	3	...	1	8	...	6	2	1	1	1	2	1	1	3	2	5	...	8	1	318	12	362	50		
Douglas	8	1	7	7	1	4	4	1	1	8	2	...	1	1	3	...	8	...	2	4	...	1	5	1	1	2	...	8	1	503	09	514	08		
Dumfries	4	4	...	2	2	2	2	...	...	4	...	...	1	...	1	...	1	3	1	...	1	2	...	2	2	...	4	1	141	25	220	25	
Frederickton	19	...	19	10	9	9	9	2	...	19	5	3	1	4	8	...	12	9	1	1	3	2	3	10	2	4	11	5	21	...	996	85	1235	34	
Kingsclear	6	3	3	5	1	3	3	...	...	6	...	1	...	2	3	...	6	...	...	...	...	1	...	2	3	5	...	6	1	190	61	240	00
Manners-Sutton	5	5	...	3	2	1	4	...	...	5	1	...	3	...	1	...	4	1	1	...	1	...	2	1	1	3	...	5	...	203	00	215	30
New Maryland	2	1	1	2	...	1	1	...	...	2	...	...	...	2	...	...	4	...	...	...	...	1	...	1	1	2	...	2	...	89	16	40	00
Prince William.....	6	5	1	3	3	3	3	...	...	6	2	...	...	4	...	...	4	2	1	2	1	2	...	2	2	...	6	1	291	00	319	33	
St. Marys.....	9	1	8	9	...	8	2	2	1	9	...	2	2	3	...	...	7	2	1	3	1	4	2	2	...	3	1	9	...	463	53	577	07
Queensbury.....	4	1	3	4	...	1	3	...	...	4	...	...	1	2	1	...	3	1	...	1	1	1	1	1	1	1	1	4	1	97	49	119	16
Southampton	4	2	2	3	1	3	1	...	...	4	1	...	...	3	...	...	4	...	...	...	1	1	1	1	1	2	1	4	1	166	45	232	00
Stanley	4	1	3	1	3	1	3	...	...	4	1	...	1	1	...	...	3	1	1	1	...	1	1	1	1	2	...	4	1	230	00	305	20
Corres. Term 1870..	89	31	58	63	26	47	42	5	3	89	17	6	11	14	40	1	2	68	23	10	15	11	14	22	19	16	20	47	8	91	10	\$4080	65	\$4849	73
Increase.....	75	33	42	52	23	36	39	5	8	75	16	7	12	7	31	1	4	57	21	10	10	12	12	20	19	13	14	37	9	78	8	3708	07	4579	48
Decrease	14	...	16	11	3	11	3	14	1	7	9	11	2	...	5	...	2	2	...	3	6	10	...	13	2	\$372	58	\$270	25

GEO. THOMPSON, Ass't Sup't.

Education Office, Frederickton, December 1871.

TABLE B.---PART II.

Showing the Number of Pupils, Male and Female; the Number in the various Branches of Instruction; School Houses, their condition, &c. during the Term, 6 months, ended 30th September 1871.

ALBERT.

PARISHES.	PUPILS.																SCHOOL HOUSES.															
	MALE.				FEMALE.		NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.			State of repair.												
	Under 16		Over 16		Under 16		Over 16		Average attendance		Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Frame.	Log	Good	Middling	Inferior	Public	Private
	Whole number on Register	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Under 16
Alma.....	140	73	2	65	...	60	120	120	110	109	...	23	20	7	...	...	...	...	...	...	...	...	...	...	...	4	...	2	1	1	3	1
Coverdale.....	185	94	6	78	7	90	177	171	141	140	...	37	41	26	...	...	...	...	...	...	...	...	...	...	...	6	...	...	4	2	4	2
Elgin.....	171	99	4	63	5	93	170	170	183	130	...	33	28	15	3	...	...	...	...	...	...	...	...	...	...	5	...	...	1	2	3	1
Harvey.....	201	108	4	89	...	97	200	195	159	160	...	61	51	28	...	...	...	...	...	...	...	...	...	...	...	6	...	...	1	2	3	5
Hillsborough.....	499	227	35	210	27	241	469	459	413	410	45	179	185	122	2	9	5	1	...	...	...	...	...	...	...	3	12	...	4	4	9	3
Hopewell.....	233	115	16	92	10	132	229	220	170	170	8	96	62	47	1	...	...	...	...	...	...	...	...	...	...	6	...	...	2	4	4	2
Corres. Term 1870..	1429	716	67	597	49	713	1365	1345	1126	1119	53	429	387	345	7	16	6	1	2	12	3	39	...	...	...	3	89	...	7	17	15	27
	1318	620	65	596	37	641	1288	1235	1045	1030	46	358	313	213	12	14	4	...	1	13	8	34	...	...	...	14	9	11	22	12	12	12
Increase.....	111	96	2	1	12	72	77	90	81	89	7	71	74	182	...	2	2	1	1	5	8	4	5	...
Decrease.....	5	7

CARLETON.

Aberdeen	57	21	...	33	3	31	57	57	52	49	...	21	15	6
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TABLE B.—Part II.

CARLETON.—Continued.

PARISHES.			PUPILS.										SCHOOL HOUSES.																		
Whole number on Register			MALE.		FEMALE.		NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.		State of repair.			Private									
			Under 16	Over 16	Under 16	Over 16	Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needwork	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra		Other branches	Frame	Log	Good	Middling	Inferior	Public		
Richmond.....	492	232	13	227	20	235	445	435	401	395	3	172	186	108	...	...	...	...	...	1	32	14	...	4	6	4	10	4	...	
Simonds.....	190	86	8	86	10	96	188	185	143	150	...	63	56	45	...	...	...	...	...	2	5	5	...	3	2	...	5	...	...
Wakefield.....	387	174	9	189	15	193	386	380	313	310	...	118	143	81	9	6	7	...	...	2	20	10	...	3	3	4	10	...	...
Wicklow.....	289	135	7	124	23	150	265	260	241	240	5	115	103	56	9	...	...	...	...	4	...	8	...	5	2	1	5	3	...	
Willmot.....	159	68	2	86	3	90	158	150	131	130	13	35	27	12	...	...	...	...	...	...	...	5	...	3	1	1	5	...	...
Woodstock.....	436	223	9	190	14	254	430	421	315	310	66	113	136	107	4	2	3	...	...	1	6	14	...	8	3	3	5	9	...	
Cottes. Term 1870..	2641	1212	75	1243	111	1378	2533	2436	2067	2040	134	758	787	493	23	12	18	8	1	10	63	78	...	37	22	19	52	26	...		
	2375	1116	98	1099	62	1227	2276	2231	1686	1655	118	670	711	428	19	20	14	4	3	11	51	67	2	28	20	21	47	22	...		
Increase.....	266	96	...	144	49	156	257	255	381	385	16	88	76	65	4	...	...	...	...	...	...	12	11	...	9	2	...	5	4	...
Decrease.....	...	...	23	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	2	1	...	2	...	...	...	...	...	...	...
CHARLOTTE.																															
Campo Bello.....	204	102	1	100	1	93	164	160	154	154	9	36	59	10	...	...	...	...	...	...	...	...	5	...	1	2	...	4	1	...
Dumbarton.....	186	92	3	85	6	89	183	180	123	124	...	48	59	26	...	...	...	...	...	...	...	...	5	...	2	3	...	3	2	...
Grand Manan.....	163	90	...	73	...	84	160	160	143	134	...	8	26	1	...	...	...	...	...	...	...	...	3	...	1	1	...	2	1	...
Lepreau.....	67	32	1	34	...	31	67	66	52	50	...	11	10	9	2	...	...	...	...	...	...	...	2	...	1	...	1	2	...	...
Pennfield.....	160	81	3	74	2	80	152	150	108	104	...	36	47	22	...	...	...	...	...	...	...	4	...	2	1	1	4	...	...	...
St. Andrews.....	536	271	8	255	2	311	530	520	390	375	95	143	179	70	17	3	...	...	...	18	...	13	...	8	3	2	5	8	...	...
St. David.....	211	97	9	96	9	93	208	205	185	171	9	23	58	26	...	...	...	...	...	...	...	6	...	3	3	...	5	1	...	...
St. George.....	397	218	8	167	4	204	390	384	330	325	32	106	77	50	20	7	3	1	2	2	...	...	8	1	5	2	2	5	4	...
St. James.....	327	159	8	156	4	154	313	310	195	197	13	45	80	39	...	...	...	...	...	...	...	...	8	...	4	2	2	8	...	...
St. Patrick.....	182	79	4	93	6	99	173	170	102	104	10	32	31	19	5	...	5	...	2	3	...	4	1	...
St. Stephen.....	1117	535	41	507	34	590	1050	1024	915	910	88	254	270	204	4	8	4	...	...	2	24	24	...	14	6	4	15	9	...	...
West Isles.....	205	102	9	90	4	117	174	170	139	139	3	42	55	34	6	...	...	...	...	...	...	5	...	3	1	1	5	...	...	...

Corres. Term 1870..	3755	1858	95	1780	72	1945	3504	3499	2836	2787	259	784	951	509	49	8	7	1	2	22	24	88	1	46	27	16	62	27
	3608	1808	99	1684	117	1775	8427	3340	2617	2567	280	683	931	560	50	10	2	3	...	25	57	84	...	42	17	25	59	25
Increase.....	147	50	..	146	...	170	147	159	219	220	...	101	20	...	...	8	5	...	2	...	...	4	1	4	10	...	8	2
Decrease .....	...	...	4	...	45	...	...	...	...	...	21	...	...	51	1	...	...	2	...	3	38	...	...	...	...	9	...	...

GLOUCESTER.

Bathurst	441	215	3	212	11	229	412	410	349	340	...	115	85	30	8	3	1	1	...	1	7	9	2	4	3	4	10	1
Beresford	273	136	1	132	4	163	260	250	170	170	11	55	45	5	13	2	2	...	...	2	27	5	...	2	1	2	5	...
Caracquet.....	125	72	...	53	...	65	124	120	85	80	...	7	8	3	...	...	...	...	...	...	...	...	...	2	...	3	1	...
Inkerman	118	59	...	57	2	54	116	114	89	88	...	2	2	...	...	...	...	...	...	...	...	3	...	2	1	2	1	...
New Bandon.....	265	127	2	123	13	141	243	240	181	175	...	16	11	...	...	...	...	...	...	...	7	...	2	4	1	5	2	...
Saunarez.....	40	20	1	19	...	20	36	28	17	12	...	1	1	...	...	...	...	...	...	...	...	1	...	...	...	1	...	...
Shippagan	125	64	5	49	7	74	92	90	72	71	...	7	...	...	...	...	...	...	...	...	...	4	1	1	3	1	2	3
Corres. Term 1870..	1387	693	12	645	37	746	1283	1242	963	936	11	203	152	38	16	5	3	1	...	3	34	38	3	11	15	10	27	9
	1541	769	29	704	39	898	1409	1357	1060	1043	58	148	118	30	15	12	8	3	1	6	11	39	3	18	9	15	30	12
Increase.....	...	...	...	...	...	...	...	...	...	...	...	55	34	8	1	...	...	...	...	...	23	...	...	...	6	...	...	...
Decrease	154	76	17	59	2	152	126	115	97	107	47	...	...	...	7	5	2	1	3	...	6	...	7	...	5	3	3	...

KENT.

Carleton.....	123	62	3	56	2	73	120	118	90	89	...	29	20	...	...	...	...	...	...	...	...	...	5	...	3	2	...	3	2	
Dundas.....	248	126	2	118	2	148	240	234	173	170	18	23	20	15	...	...	...	...	...	...	...	...	12	8	1	8	4	2	8	1
Richibucto.....	411	202	4	194	11	224	390	375	325	318	7	101	96	55	1	5	6	1	...	3	12	11	...	6	2	3	7	4	...	
St. Louis.....	111	50	8	49	4	73	110	108	89	84	...	15	10	19	...	...	...	...	...	...	...	...	...	3	...	...	3	...	...
St. Marys.....	177	95	1	80	1	108	156	152	123	124	...	17	15	6	...	...	...	...	...	...	...	...	...	6	1	4	2	1	8	4
Weldford.....	450	210	21	208	11	212	434	420	366	360	21	97	67	54	...	...	...	...	...	...	...	...	11	...	4	4	3	10	1	1
Wellington.....	293	147	7	137	2	155	267	260	241	236	8	45	38	10	...	...	...	...	...	...	...	...	9	...	3	3	8	7	2	...
Corres. Term 1870..	1813	892	46	842	33	993	1717	1667	1407	1351	44	827	275	149	1	5	6	1	...	3	24	53	...	2	26	17	12	41	14	...
	1811	858	47	835	71	911	1687	1630	1291	1223	132	301	339	180	4	2	...	...	...	...	1	37	52	3	28	11	16	40	15	...
Increase.....	...	34	...	7	...	82	30	37	116	123	...	26	...	...	...	3	6	1	...	2	...	1	...	...	...	6	...	1	...	...
Decrease.....	2	...	1	...	...	...	...	...	...	...	88	...	64	31	...	8	...	...	...	...	18	...	...	1	2	...	4	...	...	1

TABLE B.—Part II.

KING'S.

PARISHES.	PUPILS.										NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.												SCHOOL ROUTES.						
	MALE.		FEMALE.		Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	T. Surveying	Navigation	Algebra	Other branches	Build- ing.				State of repair.				
	Under 16	Over 16	Under 16	Over 16																	Frame	Log	Good	Middle	Inferior	Public	Private		
Greenwich	144	63	8	67	6	68	140	140	136	131	16	52	42	37	2	...	...	...	...	...	...	4	...	...	...	...	...	...	...
Hammond.....	35	15	...	19	1	16	35	35	31	30	...	2	3	7	...	...	...	...	...	...	...	1	...	...	...	...	...	...	...
Hampton	328	166	14	134	14	158	325	318	304	295	25	171	160	104	3	5	...	...	2	24	10	...	5	3	2	1	2	4	1
Havlock	239	105	20	96	18	104	237	230	211	204	10	72	69	43	2	5	5	...	6	...	...	3	...	2	2	4	1	...	...
Kars	75	36	...	31	8	42	75	70	47	47	6	18	15	8	...	...	...	...	...	...	...	3	...	1	1	1	2	...	...
Kingston	412	188	24	185	15	195	401	395	346	341	56	129	110	101	10	5	5	2	2	1	7	12	...	8	2	2	12	...	...
Norton	169	72	9	78	10	69	169	165	161	151	...	65	68	54	1	4	1	...	...	...	...	5	...	...	3	2	5	...	...
Rothsay	29	15	...	14	...	12	19	19	19	17	2	5	6	...	...	...	...	...	...	...	...	1	...	...	3	4	4	9	2
Springfield	311	149	9	144	9	170	310	301	270	264	27	114	95	78	8	1	...	...	4	11	...	1	...	3	4	4	9	2	
Stutholm.....	470	222	8	234	6	246	455	445	379	370	24	140	133	100	5	4	1	...	4	4	18	...	5	7	6	17	1	...	
Sussex	652	296	46	296	14	289	595	591	502	504	17	185	140	103	3	5	2	...	...	12	20	...	9	6	5	16	4	...	
Upham	106	57	6	40	3	60	104	103	104	100	11	44	52	13	12	...	...	...	...	...	3	...	1	1	1	3	...	...
Westfield	144	74	6	62	2	68	138	131	113	110	26	46	61	16	1	3	1	1	1	...	...	4	...	2	1	1	3	1	...
Corres. Term 1870..	3114	1458	150	1400	106	1497	3003	2943	2641	2564	220	1143	957	644	47	32	15	3	2	14	48	97	...	38	31	28	85	12	...
	3283	1534	240	1377	132	1592	3106	3016	2717	2632	262	1063	1112	688	54	27	27	7	5	29	74	100	...	39	25	36	91	6	...
Increase .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	5	...	...	...	...	...	...	...	...	...	...	...	...	...
Decrease	179	76	90	177	26	95	103	73	76	98	42	20	165	44	7	...	12	4	26	3	...	1	...	6	...	8	...

NORTHUMBERLAND.

Alnwick	146	73	1	70	2	85	129	128	79	78	...	13	13	4	1
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TABLE B.—Part II.

RESTIGOUCHE.—Continued.

PARISHES.	PUPILS.										SCHOOL HOUSES.														
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing.														
	MALE.					FEMALE.					Frame					State of repair.									
	Whole number on Register	Under 16	Over 16	Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Log	Good	Middling	Inferior	Public	Private
Corres. Term 1870..	550	269	15	260	6	298	524	511	408	391	186	98	32	4	7	6	2	5	11	3	4	8	2	13	1
Increase.....	610	301	22	271	16	324	581	571	417	409	191	150	37	10	5	...	4	8	12	4	7	5	4	12	4
Decrease .....	...	...	...	...	...	...	...	...	...	...	...	...	...	4	...	1	...	...	...	...	...	3	...	1	...
Decrease	60	32	7	11	10	26	53	60	9	18	55	52	5	...	3	...	2	3	1	1	3	...	2	...	3
SAINT JOHN.																									
Lancaster.....	611	296	8	290	17	431	598	575	437	425	30	166	185	120	6	9	9	6	24	14	...	10	3	1	8
Portland.....	1372	791	11	568	7	768	1272	1245	969	971	228	424	354	217	9	7	6	...	6	14	31	21	7	8	7
St. John, No. 1.....	2402	1271	79	987	65	1488	2327	2250	1906	1818	541	1198	1225	865	85	108	34	4	6	42	322	43	40	3	...
St. John, No. 2.....	769	418	8	346	3	400	745	720	610	604	120	299	309	149	26	15	5	...	14	42	11	...	8	3	...
St. Martins.....	314	159	6	140	9	180	292	275	256	246	51	113	105	74	4	1	...	1	...	10	1	6	3	2	
Simonds.....	344	179	10	144	11	170	320	310	271	264	41	89	103	81	1	...	...	...	...	12	...	7	4	1	
Corres. Term 1870..	5812	3114	124	2464	112	3437	5554	5375	4449	4328	1041	2289	2281	1456	131	140	54	5	7	68	402	121	192	23	7
Increase.....	6465	3415	150	2792	108	3637	6029	5881	4812	4786	891	2605	2583	1513	146	107	79	...	5	96	474	127	109	20	
Decrease .....	...	...	...	...	4	...	...	...	...	...	150	...	...	...	...	38	...	5	...	...	...	...	3	1	
Decrease	643	301	26	328	...	190	475	506	363	458	...	316	302	67	15	...	25	...	28	72	6	...	10	...	
Decrease .....	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
SUNBURY.																									
Blissville.....	279	146	9	120	4	140	258	249	219	210	...	128	107	80	2	2	5	...	3	6	10	...	3	7	...
Burton.....	266	132	5	122	7	151	254	249	189	180	40	74	52	39	4	5	4	...	2	6	8	...	4	2	...
Lincoln.....	71	42	1	25	3	44	67	65	51	51	8	13	22	17	...	...	...	...	...	2	1	...	3	...	...
Maugerville.....	69	28	2	35	4	48	69	69	62	60	...	33	26	15	5	2	6	...	6	1	2	...	1	1	...
Northfield.....	72	32	1	38	1	44	71	70	36	22	...	...	...	...	...	...	...	...	...	...	...	...	1	1	...
Sheffield.....	82	38	5	32	7	33	80	75	57	55	...	31	8	12	...	...	...	...	...	...	3	...	3	...	...

Corres. Term 1870..	839	418	23	372	26	460	799	777	614	578	48	279	217	163	11	9	15	4	...	11	13	27	1	11	14	8	20	8
	698	348	45	268	37	360	665	652	501	472	20	260	215	201	10	15	15	7	7	28	67	20	2	8	10	4	17	5
Increase.....	141	70	...	104	...	100	134	125	113	106	28	19	2	...	1	...	...	...	...	...	...	...	7	...	3	4	...	3
Decrease .....	...	...	22	...	11	...	...	...	...	...	...	...	...	38	...	6	...	3	7	17	54	...	1	...	...	1	...	...

VICTORIA.

Andover	218	108	9	90	11	114	216	210	186	175	12	74	72	46	1	6	4	1	...	6	...	4	...	1	1	2	4	...
Gordon	48	19	...	27	2	30	48	47	44	43	...	29	25	16	...	15	...	...	...	...	...	...	1	...	1	1	...	...
Grand Falls.....	68	33	1	33	1	48	67	60	52	50	...	22	10	7	1	...	...	...	...	...	...	2	...	1	1	1	...	...
Madawaska.....	124	51	2	69	2	78	92	90	59	59	...	13	19	8	1	1	1	...	...	...	20	3	3	2	2	2	3	3
Perth.....	35	16	...	16	3	18	35	35	18	25	...	9	4	8	...	...	...	...	...	...	...	1	...	...	1	...	1	...
St. Basil.....	77	36	...	41	...	45	77	59	42	37	...	13	2	2	...	...	...	...	...	...	...	2	1	1	1	1	2	2
St. Francis.....	175	75	3	96	1	104	170	160	80	84	6	10	26	6	...	...	...	...	...	...	...	5	3	4	2	2	6	2
St. Leonard.....	123	55	...	68	...	74	113	110	55	56	...	4	11	...	...	...	...	...	...	...	...	2	3	3	1	1	1	4
Corres. Term 1870..	868	393	15	440	20	511	818	771	536	529	18	174	170	93	3	22	5	1	...	6	20	20	10	13	8	9	18	12
	913	893	35	450	35	538	831	806	588	572	78	150	117	54	32	9	10	2	...	11	56	30	4	10	13	11	22	12
Increase.....	...	...	...	...	...	...	...	...	...	...	...	24	53	39	...	13	...	...	...	...	...	...	6	3	...	...	...	...
Decrease	45	...	20	10	15	27	13	85	52	43	60	...	...	...	29	...	5	1	...	5	36	10	...	...	5	2	4	...

WESTMORLAND.

Botsford	322	172	24	116	10	163	315	301	245	240	...	46	36	16	12	1	1	...	...	1	15	9	1	6	3	1	7	3
Dorchester.....	618	308	22	274	14	341	572	564	506	494	13	158	125	102	13	7	2	...	...	7	17	17	...	4	10	3	11	6
Moncton	517	273	13	208	23	326	493	475	397	390	59	184	176	98	4	5	8	...	...	7	5	10	...	7	3	...	3	7
Sackville.....	519	263	9	235	12	260	492	478	400	375	27	127	150	72	...	2	2	...	...	...	...	...	14	...	5	5	4	12
Salisbury	514	229	27	239	19	249	501	494	427	410	...	188	162	25	...	7	...	...	...	3	8	13	...	5	5	3	7	6
Shediac.....	612	335	19	248	10	320	575	559	421	420	8	83	84	41	17	2	2	2	2	2	2	2	2	2	2	2	14	4
Westmorland.....	232	115	17	86	14	103	227	220	193	191	...	82	83	68	9	5	3	1	1	2	4	6	...	3	2	1	6	...
Corres. Term 1870..	3334	1695	131	1406	102	1762	3175	3091	2595	2520	107	868	766	422	55	29	18	3	3	22	52	87	1	36	38	14	60	28
	3287	1667	117	1402	101	1739	3135	3064	2577	2502	140	876	763	445	56	30	24	4	5	32	58	87	1	34	21	33	62	26
Increase.....	47	28	14	4	1	23	40	27	18	18	...	...	3	...	...	...	...	...	...	...	...	...	...	...	2	17	...	...
Decrease .....	...	...	...	...	...	...	...	...	...	...	33	8	...	23	1	1	6	1	2	10	...	6	...	...	...	19	2	...

YORK.

PUPILS.

PARISHES.	PUPILS.										NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.												SCHOOL HOUSES.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
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Education Office, Frederickton, December, 1871.

GEO. THOMPSON, Ass't Sup't.

ABSTRACT TABLE B.—PART II.—SEPTEMBER TERM, 1871.

COUNTIES.	No. of Schools	PUPILS.												NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.												SCHOOL HOUSES.				
		MALES.		FEMALES.		Average Attendance	Spelling	Reading	Writing	Arithmetic	Common Needlework	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other	Build- ing.		State of repair.						
		Under 16	Over 16	Under 16	Over 16																	Frame	Log	Good	Middling	Inferior				
																											Whole Number on the Register	Under 16	Under 16	Over 16
Albert.....	39	1429	716	67	597	49	713	1365	1315	1126	1119	53	429	387	345	7	16	6	1	2	12	3	39	..	7	17	15	27	12	Private
Carleton.....	78	2641	1212	75	1243	111	1376	2653	2496	2007	2040	134	758	787	493	23	12	18	8	1	10	63	78	..	37	22	19	52	26	Public
Charlotte.....	29	2755	1868	95	1730	72	1945	3564	3490	2836	2787	259	784	951	509	49	18	7	1	2	22	24	88	1	46	27	16	62	27	
Gloucester.....	26	1367	663	12	645	37	746	1263	1242	963	986	11	203	152	98	16	5	3	1	..	3	34	33	6	1	15	10	27	9	
Kent.....	55	1813	892	46	842	33	993	1717	1687	1407	1351	44	327	275	149	1	5	6	1	..	3	24	68	2	26	17	12	41	14	
King's.....	97	3114	1458	150	1400	106	1497	3003	2943	2641	2584	220	1043	957	644	47	32	15	3	2	14	48	97	..	38	31	28	85	13	
Northumberland..	74	2367	1490	70	1331	76	1526	2766	2730	2382	235	186	756	597	122	20	34	20	3	1	34	61	68	6	31	24	19	54	29	
Queen's.....	59	1752	867	93	718	74	861	1716	1667	1379	1328	160	611	553	330	38	22	11	4	3	24	19	57	2	22	22	15	51	8	
Restigouche.....	14	556	269	15	260	6	298	524	511	406	391	..	136	96	32	4	7	6	..	2	5	11	3	4	8	2	13	1		
St. John.....	122	5812	3114	124	2404	110	3437	5554	5375	4449	4328	1041	2269	2281	1456	131	140	54	5	7	68	402	121	1	92	23	7	36	86	
Sunbury.....	28	839	418	23	372	26	460	799	777	614	578	48	279	217	163	11	9	15	4	..	11	13	27	1	11	14	3	20	8	
Victoria.....	30	868	293	15	440	20	511	818	771	536	529	18	174	170	93	3	22	5	1	..	6	20	20	10	13	8	9	18	12	
Westmorland....	88	3334	1695	131	1406	102	1762	3173	3091	2595	2520	107	868	766	422	55	29	18	3	..	22	62	87	1	36	38	14	60	28	
York.....	89	3096	1474	62	1382	111	1928	2518	2747	2147	2124	228	984	901	501	25	17	14	..	..	17	44	86	3	37	37	15	61	28	
Cor. Term 1870..	886	33,297	16,549	985	14,830	933	17,755	31,635	30,841	25,510	24,943	2,512	9,623	9,192	5,295	430	368	198	35	18	245	812	865	33	411	303	184	607	291	
Increase.....	10	..	..	..	55	..	145	..	..	395	334	..	90	..	..	..	25	..	..	..	..	..	7	8	..	59	..	..	12	
Decrease.....	..	380	27	280	..	78	..	163	168	..	..	87	..	293	118	47	..	26	2	15	81	335	..	..	21	..	56	2		

GEO. THOMPSON, Asst Supt.

Education Office, Fredericton, Dec. 1871.

SUPERIOR SCHOOLS, AS EMBODIED IN TABLE B,

LOCALITY.		NAMES.	TEACHERS.								COMPENSATION.	
			Native of	RELIG. DENOM.					Time in months	Provincial	Local	
COUNTY.	PARISH.	Episcopalian		Rom. Catholic	Presbyterian	Methodist	Baptist	Not reported				Trained or exam'd
Albert,.....	Coverdale	Tobias Addy	N B	..	..	1	..	..	T 6	\$150 00	\$150 00
	Harvey	Chipman Bishop	do.	..	..	1	..	..	T 6	100 84	100 84
	Hillsboro'	Bamford W. Duffy	do.	..	..	1	..	..	T 6½	156 25	212 00
		Mrs. Duffy	do.	..	..	1	..	..	4½	24 70	
		J. A. Byers, and	do.	..	..	..	..	1	25 00		
	A. E. Hopkins, Ass'ts }	do.	..	..	..	..	..	1	5 83		
Carleton,.....	Richmond	Ivory Kilburn	N B	..	..	1	..	..	T 6	150 00	150 00
	Simonds	Rev. S. Bernard	PEI	..	..	1	..	..	X 12	244 66	244 66
	Wakefield	W. W. B. Anderson	N B	..	..	1	..	..	T 6	150 00	150 40
	Woodstock	William M'Intosh	S	..	..	1	..	..	T 6	150 00	150 00
Charlotte,	St. Andrews	David B. White	S	..	..	1	..	..	T 6	150 00	224 50
Gloucester,...	Bathurst	George W. Hay	N B	..	..	..	1	..	T 9	225 00	285 00
		H. Weddall, Ass't }	do.	..	..	..	..	..	T 4	23 33	
Kent,.....	Richibucto	George Alf. Coates	N B	..	..	1	..	..	T 6	150 00	153 63
King's,.....	Hampton	George A. Inch	N B	..	..	1	..	..	T 6½	168 75	184 00
	Kingston	David P. Wetmore	do.	1	..	..	..	..	T 5	89 60	89 60
Northumberl'd	Derby	William W. Allen	N B	..	..	1	..	..	T 2	50 00	50 00
	Newcastle	John Seivewright	do.	..	..	1	..	..	X 6	150 00	300 00
		William Russell, and	do.	..	..	..	..	..	X 6	75 00	
		C. Alexander, Ass'ts }	do.	..	..	..	..	..	T 6	55 00	
Queen's,.....	Hampstead	Nehemiah Ayer, A. B. .	N B	..	..	..	1	..	X 6	150 00	150 00
Restigouche, ..	Addington	E. H. M'Alpine, A. B. .	N B	..	..	..	..	1	X 3	75 00	75 00
St. John,.....	Lancaster	M. Allen Wall	N B	1	..	..	..	..	T 6	150 00	150 00
	Portland	Robert Aitkin	S	..	..	1	..	..	T 6	150 00	163 00
	St. John No. 1 ..	Thos. W. Lee, A. B. .	N B	1	..	..	..	..	X 6	150 00	300 00
	St. John No. 2 ..	John Montgomery	I	..	..	1	..	..	T 6	150 00	160 00
Sunbury,.....	Maugerville	Geo. Stewart	do.	..	..	1	..	..	T 6	150 00	150 00
	Elisville	Josiah Murphy	N B	..	..	1	..	..	T 6	150 00	150 00
Victoria,	Andover	George T. Baird	N B	1	..	..	..	..	T 6	150 00	150 00
	Gordon	Fred. W. Watson	do.	..	..	..	1	..	T 6	115 09	115 09
Westmorland, ..	Dorchester	Edward V. Tait	N B	1	..	..	..	..	T 6	150 00	249 00
		G. Morrison, Ass't ..	do.	..	..	..	..	..	T 6	55 00	
	Moncton	James G. M'Curdy ..	N S	..	..	1	..	..	T 6	150 00	240 00
		Mary M'Carthy, and ..	N B	..	..	..	..	..	T 6	55 00	
	Salisbury	C. Trenholm, Ass'ts. }	do.	..	..	..	..	..	T 6	35 00	205 00
		George E. Baxter	do.	..	..	..	..	1	T 6	150 00	
		Mrs. Geo. E. Baxter ..	do.	..	..	..	..	..	T 6	55 00	
	She liac	Wm. A. Barnes	do.	1	..	..	..	..	T 6	150 00	150 00
York,.....	Carterbury	W. Odber Slipp, A. B. .	N B	..	..	..	1	..	X 3	57 50	57 50
	Douglas	Geo. D. Carter	do.	..	..	..	1	..	T 5½	128 00	128 00
	St. Marys	R. Speirs Nicolson	S	..	..	1	..	..	X 3	72 50	72 50
Number of Schools,.....			31	6	12	4	7	2	..	\$4742 05	\$5109 69	
Corresponding Term 1870,.....			35	5	11	3	14	1	..	5418 70	5925 09	
Increase,.....			..	1	..	1	1	..	1	..	..
Decrease,.....			4	..	1	..	7	..	..	\$676 65	\$815 40

NOTE.—Beside the number of Pupils in the Branches specifically set
EDUCATION OFFICE, Fredericton, Dec. 1871.

(I & II PARTS) FOR THE TERM ENDED 30TH SEPTEMBER, 1871.

PUPILS.																								APPARATUS			
Number on the Registers	MALE.		FEMALE.		Av'g. attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.																	APPARATUS				
	Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	Land Survey'g	Navigation	Algebra	Other	Black Boards	Maps	Globes	Tablets				
55	21	4	28	2	22	55	65	47	47	25	28	15	1	1	1	..	..	3	..	1	1	..	..		
49	25	3	16	5	23	49	49	36	42	25	25	17	..	6	..	..	1	3	..	1	1	..	..		
81	31	5	41	4	42	80	80	80	80	31	31	20	2	6	2	1	..	3	..	1	1	..	1				
60	28	3	26	3	26	60	60	49	44	40	45	19	2	5	..	..	..	1	31	1	1	..	..		
46	26	5	10	5	24	46	46	40	40	19	29	11	..	4	1	1	1	2	..	1	1	..	..		
50	19	3	26	2	25	50	50	45	44	36	35	18	8	5	7	7	..	2	18	1	1	1	1				
61	29	6	16	8	33	61	61	53	49	27	42	25	9	3	3	..	..	1	..	1	1	..	1		
89	49	6	26	8	59	89	89	69	64	49	49	26	17	2	1	..	..	16	..	1	1	..	..		
72	39	3	28	2	41	72	71	72	69	38	40	30	3	3	1	1	..	1	..	1	1	1	..				
61	39	2	19	1	35	61	61	53	53	38	39	41	1	5	6	..	1	3	..	1	1	..	..		
43	30	12	1	19	43	43	35	36	19	15	7	..	5	..	..	..	1	..	1	1	1	..		
45	25	5	15	..	22	45	45	41	41	15	16	12	9	5	5	1	1	1	4	1	1	..	1				
49	25	5	18	1	30	49	49	44	49	32	22	17	..	4	..	..	..	8	..	1	1	..	..		
145	91	5	48	1	74	139	135	134	118	102	100	56	8	11	14	3	1	10	32	1	1	1	..				
28	12	6	9	1	15	28	28	26	28	22	24	8	2	3	3	1	1	3	8	1	1	1	1				
60	26	1	33	..	45	54	54	54	30	21	15	6	..	..	..	..	..	..	..	1	1	..	..		
50	30	3	15	2	33	50	47	50	47	31	31	31	..	7	..	..	..	6	..	1	1	1	..	
60	45	4	11	..	26	57	57	56	46	32	28	16	2	6	..	..	..	1	..	1	1	..	..		
44	37	7	..	..	27	44	44	44	44	43	41	25	..	16	..	..	..	3	..	1	1	1	..
70	53	5	11	1	35	70	70	70	70	70	70	58	20	12	..	..	..	12	..	1	1	1	..	
44	15	2	23	4	36	44	44	41	38	23	19	11	5	2	6	..	..	6	..	1	1	1	..		
45	34	3	14	3	27	54	54	47	46	35	33	32	2	2	5	..	..	3	4	1	1	..	..		
50	31	2	13	4	28	50	50	42	39	19	17	18	1	5	1	1	..	4	..	1	1	..	..		
45	19	..	27	2	30	45	47	44	43	29	25	16	..	15	..	..	..	..	..	1	1	..	1
71	31	1	36	1	42	71	71	71	71	45	40	27	2	7	..	..	..	7	11	1	1	1	..	
96	59	2	34	1	71	96	96	82	86	58	67	8	4	5	6	7	..	7	..	1	1	1	..				
85	43	2	36	4	44	85	85	85	69	29	50	..	..	7	..	..	..	3	..	1	1	..	..		
60	30	7	19	4	32	60	60	58	55	34	19	21	11	2	2	2	2	2	..	1	1	..	..		
57	30	3	24	..	23	57	53	37	39	15	24	5	..	3	3	..	..	3	4	1	1	..	1		
65	34	3	23	5	32	64	64	44	44	34	28	20	5	5	7	..	..	3	11	1	1	1	1		
73	47	1	24	1	45	69	69	47	69	34	34	11	4	4	4	..	..	4	..	1	1	1	1		
1923	1055	197	685	76	1066	1900	1883	1698	1639	1067	1081	554	117	166	78	25	8	124	123	31	31	13	7				
2153	1138	167	746	102	1152	2134	2117	1924	1814	1170	1162	829	124	170	77	19	14	148	139	35	35	13	6				
..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	1	6	..	..	..	..	..	..	1
230	83	60	61	26	96	234	234	226	175	103	81	75	7	4	..	..	6	24	16	4	4	..	..		

forth above, there were 51 in French, 78 in Latin, and 17 in Greek.

TABLE C.

Shewing the per centage of daily attendance to the number of Pupils enrolled in the different Counties of the Province, for each Term of Six Months of 1871, (as well as for the year 1870,) as embodied in Tables A. and B.

COUNTIES.	Winter Term, ended 31st March, 1871.	Summer Term, ended 30th Sept. 1871.	Average per centum for the year.	COMPARED WITH 1870.		Counties arranged according to descending scale of average attendance of Pupils for 1871.
				Average for 1870.	Increase. Decrease.	
Albert,	48.83	48.89	48.86	49.00	...	1. Victoria, ... 60.04
Carleton,	55.87	52.18	54.02	51.65	2.87	2. Saint John, ... 58.68
Charlotte,	55.86	51.77	53.82	52.73	.89	3. Kent, ... 56.56
Gloucester,	51.19	53.79	52.49	58.05	...	4. Sunbury, ... 55.98
Kent,	58.40	54.72	56.56	54.35	2.21	5. York, ... 55.72
King's,	51.19	48.67	49.63	49.42	.21	6. Restigouche, ... 54.34
Northumberland,	52.04	51.40	51.72	52.85	...	7. Westmorland, ... 54.12
Queen's,	51.75	49.14	50.45	49.55	.90	8. Carleton, ... 54.02
Restigouche,	54.49	54.19	54.34	53.20	1.14	9. Charlotte, ... 53.62
Saint John,	58.12	59.14	58.63	57.02	1.61	10. Gloucester, ... 52.49
Sunbury,	57.13	54.84	55.98	51.27	4.71	11. Northumberland, ... 51.72
Victoria,	61.29	58.78	60.04	59.17	.87	12. Queen's, ... 50.45
Westmorland,	55.98	52.25	54.12	52.65	1.47	13. King's, ... 49.63
York,	67.82	53.62	56.72	53.52	2.20	14. Albert, ... 48.86
	54.99	53.06	54.03	53.14	...	Average for previous year, 53.14
					...	Do. the year 1871, 54.03
					Increase, ...	\$0.89

Education Office, Fredericton, December, 1871.

GEO. THOMPSON, Ass't Sup't.

TABLE D.

Amount drawn on Chief Superintendent's Schedules for Teachers' Allowances for the Fiscal Year ended 31st October 1871, per Tables A. and B., for both Common and Superior Schools.

COUNTIES.	TERM ENDED 31st MARCH 1871			TERM ENDED 30th SEPT. 1871.			COMPARATIVE STATEMENT.		
	For Common Schools.	For Superior Schools.	Total for Term.	For Common Schools.	For Superior Schools.	Total for Term.	Total for the year 1871.	Total for the year 1870.	INCREASE. DECREASE.
Albert, ..	\$2,031 31	\$258 25	\$2,289 56	\$1,647 50	\$462 62	\$2,110 12	\$4,899 68	\$3,648 54	\$751 14
Carleton, ..	3,809 33	588 95	3,898 28	3,227 89	694 66	3,922 55	7,820 83	7,435 40	385 43
Charlotte, ..	3,663 55	168 75	3,832 30	4,182 68	150 00	4,332 68	2,104 98	7,796 16	366 82
Gloucester, ..	1,523 94	..	1,523 94	3,453 00	248 33	1,901 33	3,453 27	3,796 23	..
Kent, ..	2,166 00	195 00	2,361 00	2,258 67	150 00	2,408 67	4,764 67	4,266 29	498 38
King's, ..	4,285 18	422 92	4,718 10	4,528 11	258 35	4,786 46	9,504 56	9,824 87	..
Northumberland, ..	3,221 37	480 00	3,651 37	3,181 34	330 00	3,511 34	7,162 71	7,690 08	..
Queen's, ..	2,700 42	483 33	3,183 75	2,629 14	150 00	2,779 14	5,962 89	5,887 27	75 62
Restigouche, ..	688 92	150 00	838 92	542 04	75 00	617 04	1,455 96	1,468 15	..
Saint John, ..	6,772 33	600 00	7,372 33	6,960 81	600 00	7,560 81	14,933 14	14,617 08	316 08
Sunbury, ..	1,085 41	289 00	1,374 41	957 49	300 00	1,257 49	2,631 90	2,238 63	393 27
Victoria, ..	1,897 58	..	1,897 58	1,144 42	265 09	1,409 51	2,807 09	2,718 71	88 38
Westmorland, ..	3,765 00	1,046 80	4,811 80	4,048 58	800 00	4,848 58	9,660 33	9,438 48	221 85
York, ..	3,755 51	403 50	4,159 01	3,822 65	258 00	4,080 65	8,239 66	7,363 13	876 53
Cor. Table D. '70,	\$40,375 85	\$5,086 50	\$45,412 35	\$40,799 27	\$4,742 05	\$45,521 32	\$90,933 67	\$88,390 50	\$3,973 50
Increase ..	37,882 25	4,908 25	42,790 50	40,181 80	5,418 70	45,600 00	88,390 50	Whole increase for the year, \$2,548 17	
Decrease, ..	\$2,493 60	\$128 25	\$2,621 85	\$697 97	..	..	\$2,548 17		
Whole amount for Common Schools for year 1871, ..			\$31,155 12						
Do. ..			1870, 76,063 55						
Increase in Common Schools, ..			\$6,091 57						
Whole amount for Superior Schools for year 1871, ..									
Do. ..			1870, ..						
Increase in Superior Schools, ..									

GEO. THOMPSON, Asst Sup't.

Education Office, Fredericton, December 1871.

TABLE F.
SCHOOL LIBRARIES ESTABLISHED OR INCREASED IN THE YEAR 1871.

COUNTIES.	LOCALITY.		VALUE.			No. of Volumes.	Wilkinson's Maps.
	PARISHES.	PLACE OF SCHOOL, &c.	Local.	Provincial.	Total.		
Charlotte,	St. James,	Wolf's Corner, Miss Irvine's School, ...	\$13 00	\$6 50	\$19 50	19	...
Do.	St. Stephen,	Miss Norwood's School, ...	40 00	20 00	60 00	61	1
King's,	Studholm,	Collina School, ...	20 00	10 00	30 00	21	1
St. John,	Lancaster,	Further bonus on George J. Fairweather's School Library, ...	...	*20 00	20 00	25	...
Do.	Portland,	R. Aitkin's Superior School, Indiantown, an increase to Library, ...	12 00	6 00	18 00	15	...
York,	Bright,	Macnaquack, A. Perkins' School, ...	20 00	9 16	29 16	39	1
Abstract of Libraries established in 1870,			\$105 00	\$71 66	\$176 66	180	3
Increase,			188 45	53 25	241 70	36	2
Decrease,			...	\$18 41	...	...	1
			\$83 45	...	\$65 04	126	...

* The local support upon which this bonus to Mr. Fairweather's School was granted, was supplied in 1870.—G. T.

NOTE.—By order of the Board of Education, every School District establishing a Library of the value of \$50, including the Provincial bonus of fifty per cent. on the local subscription, becomes entitled to a copy of Wilkinson's Map of the Province as an extra bonus.

Education Office, Fredericton, December, 1871.

GEO. THOMPSON, *Asst Sup't.*

TABLE F.

Amount drawn on the Receiver General of the Province (or to be drawn) for the Parish School Service, for the year ended 31st October 1871.

For Teachers' Allowances, per Chief Superintendent's Schedule, on claims for service, per Table D., viz:—					
Common Schools,	..	..	..	..	\$81,155 12
Superior Schools,	..	..	..	..	9,778 55
					<u>\$90,933 67</u>
Salaries—					
Chief Superintendents—					
J. Bennet, to 8th September,	..	..	..	\$1,027 17	
T. H. Rand, to 31st October, 1871,	..	..	..	230 48	
					<u>\$1,257 60</u>
Clerk or Assistant,	..	..	..	..	1,000 00
Four Inspectors, \$1,000 each,	..	..	..	..	4,000 00
					<u>6,257 60</u>
Travelling expenses Chief Sup't, Dr. Bennet, to 8th Sept. 1871,	..	..	..	..	360 00
Advance to Dr. Bennet, towards expenses defining New School District,	..	..	..	\$200 00	
Advance to Inspectors, for expenses attending at Fredericton, June 20th, 1871, viz:—Mr. Wood, \$15·25; Mr. Duval, \$10; and Mr. Morrison, \$18; District matter; Warrant 375,	..	..	..	43 25	
					<u>248 25</u>
Trained Teachers, for Board Allowance, per Warrants Nos. 2, 123, 252, and 386, of \$480 each,	..	..	..	..	1,920 00
Training School, viz:—					
Salaries—Training Master, W. Crocket, M. A.,	..	..	..	\$1,000 00	
Assistants, J. L. M'Innis,	..	..	..	500 00	
Do Miss Alline,	..	..	..	275 00	
Do Miss Gregory,	..	..	..	100 00	
					<u>\$1,875 00</u>
For Rent to 1st January, 1871,	..	..	..	..	25 34
Amount paid by Board Works Department for building or repairing some Out-houses, Gates; for Fuel and cutting; Furniture, Janitor's wages, &c. &c.	..	..	..	..	<u>*642 48</u>
					2,542 82
Postages—					
Education Office,	..	..	..	..	\$381 88
Inspectors, as provided for in Warrant No. 125, of 1872; Mr. Duval, \$15·30; Mr. Wood, \$27·74; Mr. Morrison, \$31·40; Inspector Freeze's postage embraced in that of the Education Office,	..	..	..	..	74 44
					<u>456 32</u>
Printing—					
At Royal Gazette Office—Reports, Registers, 10,000 Copies New Law, &c. &c.					948 90
Stationery—					
Cropley & Gregory, \$85·71; Beverley & Son, \$10·50; J. B. Gregory, \$76·43,					172 64
To Mrs. Lugin, for Folding, Stitching and Cutting 5,000 Copies School Law, Sundries, provided for in Warrant No. 38, of 1872, viz:—					25 00
To E. O'Brien, for service to 31st October, 1871,	..	..	..	\$40 00	
Telegram Tolls to 31st October, 1871,	..	..	..	63 36	
Express charges to 31st Oct., 1871, \$3; Letter Book, &c. \$5·50,	..	..	..	8 50	
					<u>111 86</u>
					<u>\$103,972 06</u>
Corresponding Table, 1870,	..	..	..	..	108,265 43
Increase,	..	..	..	..	<u>\$716 63</u>

*NOTE.—This item of \$642·48 may be found in the Board of Works Report, page 9.

GEO. THOMPSON, *Ass't Sup't.*

Education Office, Fredericton, Dec. 1871.

Tabular Reports of County Grammar Schools for 1871, compiled chiefly from Returns made by the Teachers.—Continued.

COUNTIES.	Principal Teacher's Name Repeated.	TERMS. Winter and Summer.	PUPILS.				NUMBER IN THE VARIOUS BRANCHES TAUGHT.																				
			AVERAGE ATTENDANCE				On the Registers.	Other Branches.																			
			AGE.					Under 10.	Over 10.	Under 10.	Over 10.	Per Term.	Per Year.	Spelling Reading Writing and Arithmetic.	Eng. Grammar & Composition of the Globes.	History, Ancient and Modern.	Natural History.	Nat. Philosophy.	Mathematics.	Latin.	Greek.	French.	Chemistry.	Land Surveying.	Other Branches.		
			Under 10.	Over 10.	Under 10.	Over 10.																					
1	Albert.....	Geo. W. Beatty	Winter, Summer,	76 73	23 21	53 52	13 14	30 32	43 46	44-5	76 73	52 57	42 52	34 35	..	..	..	..	..	16 20	15 20	..	5 9	..	..	..	..
2	Charleton,	James McCoy.....	Winter, Summer,	101 78	21 13	50 65	11 7	37 43	44 44	44	100 67	77 61	52 73	75	..	..	..	..	..	20 10	23 18	1 6	9 3	6 7	..	22	6
3	Charlotte,	Rev. F. Partridge.....	Winter, Summer,	44 45	2 5	42 40	4 4	28 23	29 27	28	43 41	41 41	61 41	53	..	..	..	..	..	11 10	13 15	7 6	11 13	9 13	..	1	15
4	Houcester,	George R. Parkin.....	Winter, Summer,	46 41	5 ..	45 41	9 2	28 20	28 22	25	46 34	46 30	46 29	17	..	..	..	..	..	4 2	13 7	6 2	13 12	13 12	..	15	15
5	Kent,	Wm. McLean.....	Winter, Summer,	34 36	2 4	32 44	..	32 30	22 19	23-5	34 36	30 26	29 26	11	..	..	..	..	..	11 6	12 9	2 2	12 10	..	..	6	13
6	King's,	John Raymond	Winter, Summer,	48 38	4 8	44 50	3 5	30 37	33 22	27-5	48 38	44 32	34 24	25	..	..	..	..	..	6 2	15 7	3 6	12 7	..	..	..	13
7	Northumberland,	R. Shreve, A. B.	Winter, Sum. & W.	56 32	3 1	53 31	2 1	38 20	40 21	30-5	56 32	45 18	30 10	8	..	..	..	..	..	2 7	6 6	..	7 6	..	..	..	13
8	Queen's,	I. J. Milledge.....	Winter, Summer,	17 24	..	17 18	..	15 13	15 15	15	10 24	10 21	10 20	10	..	..	..	..	..	5 8	4 8	2 11	..	..	..	2	2
9	Restigouche,....	John R. Miller.....	Winter, Summer,	56 68	12 24	44 44	9 11	27 19	36 30	33	55 68	50 49	30 38	8	..	..	..	..	..	22 14	15 30	1 20	..	..	..	41	19
10	Sunbury,	Emma Phillips, Ass't. Geo. F. Burpee, A. M. and Assistants.....	Winter, Summer,	90 116	12 12	78 104	10 10	64 62	74 72	73	90 106	79 106	81 90	65	..	..	..	..	..	26 40	40 30	11 40	47 40	..	..	..	..
11	Victoria,	Geo. F. Burpee, A. M. and Assistants	Winter, Summer,	41 47	6 7	35 40	3 3	18 22	21 25	23	41 47	23 28	15 17	15	..	..	..	..	..	5 5	5 4	..	2 6	..	..	5	1
12	Westmorland,...	George W. Fenwick	Winter, Summer,	56 69	18 12	38 57	17 7	31 35	48 42	45	56 69	50 60	40 60	40	..	..	..	..	..	40 40	30 30	30 3	6 6	..	..	25	..
		Lestook Desbrisay																									
		J. Edw. Best, Assistant...																									
		Robert J. Bennet, A. B.																									
		J. Edw. Best, Assistant...																									

GEO. THOMPSON, Asst Supt.

Education Office, Fredericton, Dec. 1871.

ANNUAL REPORT

OF THE

Common, Superior, Wisconsin,

IN

Training & Model

SCHOOLS

OF

NEW BRUNSWICK.

1872

NEW BRUNSWICK: PUBLISHED BY THE COMMONS.



PRINTED BY J. H. BROWN, NEW BRUNSWICK.

1872

NEW BRUNSWICK: PUBLISHED BY THE COMMONS.

1872

ANNUAL REPORT

OF THE

Common, Superior, Grammar,

AND

Training & Model

S C H O O L S

IN

NEW BRUNSWICK.

1872.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

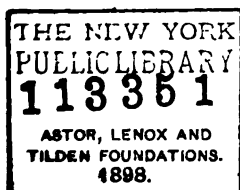
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1873.

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EDUCATION OFFICE.

SIR,

I have the honor to transmit herewith, to be laid before His Excellency the Lieutenant Governor, my Report of the Common, Superior, Grammar, Training and Model Schools of New Brunswick, for the School year ended October 31st, 1872. The Statistical Tables of Part II. however, are brought down only to May 1st, 1872, for reasons given in the body of the Report. In Part III. will be found the Report of the Principal of the Provincial Training School, with Annual Reports of the County Inspectors, and the Reports of the Boards of Trustees of Fredericton and Woodstock.

I have the honor to be,

Sir,

Your obedient servant,

THEODORE H. RAND.

To The Honorable J. J. FRASER, M. P. P.
Provincial Secretary.

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PART I.

GENERAL REPORT.

1871-2.

ANNUAL REPORT
OF THE
COMMON, SUPERIOR, GRAMMAR, TRAINING & MODEL SCHOOLS
IN NEW BRUNSWICK.
1871-2.

PART I.—GENERAL REPORT.

To His Excellency The Honorable Lemuel Allan Wilmot, D. C. L., Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR EXCELLENCY,—

The Common Schools Act passed by the Legislature in 1871, came into operation on January 1st, 1872. The object of this enactment is the establishment throughout New Brunswick of a well-equipped System of Free Public Schools, in which the instruction given shall be open to the children of all, the poor and the rich alike; the quality of the instruction good enough for all; and the general character of the instruction non-sectarian and national—like the Legislature establishing the System, and the Government administering it.

At the date of my very brief Report of last year, I was engaged in making the necessary preparations consequent upon the near introduction of this Free School System. Under the directions of the Board of Education, my predecessor, Dr. Bennet, had, in June 1871, arranged for the division of the Province into School Districts. A certain portion of the territory was allotted to the Chief Superintendent, and the remainder to Inspectors Duval, Wood, Morrison, and Freeze, in specified allotments. On assuming the duties of Chief Superintendent, September 14th, 1871, other duties of the Department were too pressing to permit me undertaking in person the laying out of any portion of the Province into Districts. The Inspectors were informed that they would be required to complete this work, and to submit it for the review of the Board of Education early in December. As agents of the Board, these gentlemen devoted themselves arduously and exclusively to the work thus assigned them. Their duties were difficult and trying, and the time at their disposal was limited. After a protracted review of the recommendations of each Inspector, considering petitions and hearing delegations, the Board of Education prescribed the boundaries of the School Districts, and caused the same to be filed with the Clerk of the Peace in each County, and to be circulated for general information.

The long experience of Mr. George Thompson in the Education Office enabled me to devolve upon him, almost entirely, the labour connected with the distribution on account of the half-year closing September 30th, 1871.

I was thus able, during that time, to bring before the Board of Education for full discussion and decision, the important matters subsequently embodied in formal REGULATIONS by the Board. These Regulations involved the application of the principles of the Common Schools Act, to the entire administration of the system of Free Schools it was designed to establish, equip, and control. It was felt to be a matter of the last importance that these Regulations should be in accord with the soundest principles of school economy, in order that our system of Free Schools might in all its parts coöperate in securing in a high degree the end in view,—the education of all the people. I am happy to say that these Regulations, dealing as they do in detail with such subjects as School buildings, furniture, and premises; apparatus and text-books; the qualifications of teachers and the mode of their classification; the conduct and government of all grades of schools, miscellaneous and graded,—Common, Superior, and Grammar, as well as of the Provincial Training and Model Schools; the local administration and the general inspection and supervision; have met with the approval of many distinguished educationists and teachers, both at home and abroad, and of the people generally. I am aware of but one exception, of any importance, to this statement. In respect of the 20th Regulation, many Roman Catholics have supposed it interfered in some way with their rights; but this complaint, it appears to me, is not well founded, since the operation of the Regulation in question simply preserves every school alike accessible to the children of all parties, classes, and creeds,—a clear and binding obligation upon the Board of Education in the administration of the Common Schools Act, whether expressed by Regulation or not.

Twelve thousand copies of the School Act and the Regulations of the Board of Education were printed for general distribution. Provision was made for an accurate and complete system of School Registration, as the basis for the appropriation of the County Fund. In order that suitable Registers might be sent out from the Education Office in December, advantage was taken of paper and Stereotyped forms which I had caused to be prepared for use in connexion with the Schools of Nova Scotia. I may add, that arrangements have since been made with Messrs. J. & A. McMillan, of Saint John, for a regular supply of these forms. Corporate Seals for the use of the District Trustees were also provided, and such blank Returns as were required by the provisions of the Act and Regulations.

While these preparations were going forward, I met with the Board of School Trustees of Fredericton and St. John, and also with those members appointed by the Government, of the Boards of Portland and Woodstock. Both cities and both towns were ill prepared to meet the requirements of the Act about to come into operation. I think I am correct in saying that in neither of the cities nor towns named, was there a single school house owned by the Parish School Trustees. Nearly every town in the Province was equally devoid of public school property. The rooms occupied by the teachers were, with a few exceptions, badly lighted, badly ventilated, and furnished with unsuitable seats and desks. I pointed out to the Trustees the mode of school organization required by the Common Schools Act, and the extent and character of the accommodation which it was necessary for each Board to provide, and in every case recommended that proper furniture be procured at once.

I communicated by letter with all the towns and villages which the urgency of other duties rendered it impossible for me to visit. The matter of school accommodation and classification of pupils were the chief matters

pressed upon the careful attention of the school authorities in these centres of population. In particular, the Boards of Trustees of the cities of St. John and Fredericton, and of the incorporated towns of Portland, Saint Stephen, and Woodstock, addressed themselves with promptness and energy to the work of providing suitable furniture for school rooms and teachers. The public labour thus gratuitously performed by the gentlemen composing these Boards, was difficult and arduous. To their whole-hearted efforts the public are indebted for the very satisfactory progress made in these important School Districts. The labor performed especially by the Trustees of St. John, Fredericton, and Portland, was very great. These remarks are scarcely, if at all, less applicable to the Boards of Trustees in most of the other populous School Districts of the Province; but in consequence of these Boards being wholly composed of persons elected by the rate-payers at the annual school meeting, the means of preliminary action did not exist in these latter districts, as in the cities and incorporated towns especially provided for by the 62nd section of the Act. In addition to the means already enumerated for securing the dissemination of correct and pertinent information respecting the provisions and requirements of the Common Schools Act, lengthy advertisements were published in all the newspapers of the Province. An influential portion of the press also, rendered most valuable assistance by a full and free discussion of the claims of education, and the Provisions of the Act in this behalf.

At the earliest day permitted by the provisions of the Common Schools Act, January 1st, 1872, the Board of Education appointed an Inspector of Schools for each of the fourteen Counties of the Province. As the day fixed by the Act for the holding of the Annual School Meetings fell on January 11th, and as notices of the same, signed by the Inspector, were to be posted in each of the school districts, "at least six days previously," each Inspector was authorized to procure whatever assistance might be necessary to enable him to carry out the requirements of the Act in this behalf.

The following general instructions were issued to each Inspector:—

"The Board of Education does not *require* Inspectors, this present year, to examine the pupils in the several Schools within their jurisdiction; but to give chief attention to general matters of pressing importance connected with the organization of Schools by Districts, and their due conduct under the Law. You are expected to visit each District during each Term of the School year, and the following Instructions are issued for your general guidance in the discharge of these duties.

1. If possible, notify the Trustees of your intended visitation. Meet the Trustees, or their Secretary, or all, and examine into their mode of conducting business. See if the Secretary's bond has been executed and lodged with the Clerk of the Peace. If not, explain the object, nature and necessity of such bond, and of an immediate execution of it. See that the Trustees clearly understand all matters connected with the local assessments—that the Secretary keeps all documents properly, and always preserves minutes of the Meetings of the Trustees,—that any complaints respecting the bounds of the Districts are such as require attention, in conformity with the accompanying Letter; and that the School grounds are chosen by Trustees and approved by you (in conformity with Regulation 10). Give written approvals.

2. Visit the School. See that the Teacher's engagement is in conformity with Regulation 2: That the Register is accurately and neatly kept: That the accommodation is fairly within the Regulations, and if not, that the proper steps by way of immediate or more remote remedy are pointed out to the Trustees: That the general conduct of the School in respect to the subjects of study and non-sectarian character, as required by the

Law and Regulations, is properly observed : and that the Teacher has a copy of the Law and Regulations for his or her guidance.

3. In Districts having no Schools, call the people together (by notice in advance), and explain the Law. Urge the importance of Education. Learn, with a view to their removal, existing difficulties. See Secs. 37 & 28.

In all cases distribute the Act as you think needed, and use your best efforts to have the Law administered faithfully, impartially, and effectively.

In reference to District Boundaries, the following general instructions were issued to the County Inspectors :—

In Districts where local assessments were imposed at the School Meetings, the Board deems it inadvisable to make any change in the established District boundaries, to take effect before the next annual meeting.

The foregoing is to be regarded as a general rule. You are therefore requested to examine into the merits of the petitions transmitted to you, and of all similar cases of complaint, during your visitation, and if you find that the making of a change in the boundary of any District would disturb existing assessments, you will defer full consideration of the case till your summer tour. But in any case (1) of confusion of lines, requiring interpretation on the part of the Board, or, (2) of failure to include any person or persons in any District, or, (3) of injudicious division, and the proposed amendments do not interfere with Districts already organized and which have assessed themselves, or, (4) in any cases of kindred character; you will carefully, in the light of Sec. 6 (3) and Reg. 1 and Rem., draw out on a separate page of foolscap the proposed boundary of any District, and also on another sheet the amended boundaries of the Districts thereby affected; and forward the same, with full explanations, to this office. The boundaries, in all cases where your reasons seem sound, will be *at once* adopted, to take effect immediately. In this matter the Board will rely greatly on your judgment, and you will endeavour to carry out this work solely with a view to the enforcement of the evident design of the provisions of the Law. Special meetings can be held, doubtless, in many such localities, after changes are made. You will do well, however, not to recommend any change until you have examined the case yourself on the ground. Otherwise you may be deceived, and the Board misled. Trustees of any Districts affected should always be notified of their revised bounds."

I have now indicated, in brief, the character of the preparation made for the incoming Free School System, and the nature of the work specially in hand during the past year. Many difficulties and obstructions have been encountered. The courts have been appealed to, and injunctions have delayed, in some measure, the satisfactory operation of the law. But notwithstanding every hindrance, the work of establishing schools has made steady progress, and the public mind has, as never before, been aroused to thought and discussion on the subject of education.

CHANGE IN SCHOOL TERMS, &c.

In former years, the School Terms closed on March 31st and September 30th. On a careful examination of this matter, the Board of Education provided by Regulation that the School Terms under the new system should close on April 30th and October 31st. These are the natural periods, in view of the climate and industries of New Brunswick. No artificial limitation of Terms can control the influx and efflux of pupils, at the periods indicated by these dates. Under the previous arrangement, it was frequently a difficult matter for the Education Office to compile the returns in time for the Annual Report. With one month's less time, and with the increased labor permanently devolved upon the office by the terminal apportionment of the County Fund, it is obvious that the Chief Superintendent could not, without another assistant, be in a position to lay

before Parliament full statistics respecting the Summer Term, year by year, in his Annual Report. It is also very evident that the interests of Education require that the Chief Superintendent be able to move with greater freedom than is at all possible under such a pressure of technical duties. These views were considered by the Board of Education before changing the School Terms, and it appeared to the Board that every interest would be served by embracing in this Report, statistical tables of the two short Terms of 1871—2, (to May 1st), and all the statistics of school attendance of the Summer Term, (to November 1st); and annually hereafter to include in Part II, a full year, with a special Table in Part I, of the attendance to November 1st. All the statistics of chief moment will thus be brought down one month later than formerly, while adequate time will be secured to make the Statistical Tables contained in Part II, at once simple and instructive. In pursuance of this latter object, it will be observed that I have classified the statistics of the Winter Term, and have deduced and recorded with the bare facts, the results of the most important applications of these facts to the people of the several Counties, and to the Province at large. The value of this method of treating the statistics will be more fully seen in the Report of next year.

In the adjustment rendered necessary by the new Act, there were *three* terminal distributions during the past year, instead of two. When it is remembered that by the establishment of a County Fund, the labor of one distribution equals that of two under the former Act, and that two out of the three distributions of the past year included the County Fund, I need not say that I have found it difficult to present a timely Report. But now that the entire circle of transition has been traversed, and the whole work of administration—including the sessions of the Training School, and the periodic examination of candidates for license to teach—has been brought into harmony with the change in the terms and the requirements of the School system, I anticipate a more prompt and efficient discharge of the ordinary duties of my office.

SCHOOLS AND ATTENDANCE.

By reference to Abstract A., Part II, it will be seen that the number of Parish Schools returned on Dec. 31, 1871, was 629, and the attendance of pupils, 19,506.

As these figures cover a period of only three months, from September 30th, to December 31st 1871—the last months the Parish School Act was in force—any comparison between the result of this broken term and those of preceding full terms, would not be trustworthy. I am aware, however, that the near repeal of the Act caused a good number of teachers whose engagements expired on September 30th, to await the operation of the Common Schools Act, before seeking further employment in teaching. The same cause disposed the School Committees, in a number of districts, to defer their efforts to open a school.

The number of Schools in operation during the short term from January 15th to April 30th, 1872, was 661, and 3 Grammar Schools not uniting with the Common School Trustees,=664.

The number of pupils attending these Schools was 28,603, and 153 in attendance on the three Grammar Schools above named=28,756, being 1 in every 9.93 of the population.

Omitting the pupils attending the three Grammar Schools referred to,

there were 131 pupils under 5 years of age; 24,376 between 5 and 15, and 4,096 over 15. Of these pupils, 16,177 were boys, and 12,426 were girls.

The grand total days' attendance made by these pupils—the maximum number of "teaching days" being 75 in this short term—was 1,083,949; the daily average attendance while the schools were in session being 18,438 or 64.45 per cent.; and the *full term* average (75 "teaching days"), 14,452 or 50.53 per cent. The details of these statistics will be found in Tables I and II.—PART II.

The following is the corresponding statement for the Summer Term closed October 31st, 1872 :—

COMMON SCHOOLS. ATTENDANCE OF PUPILS: SUMMER TERM ENDED 31ST OCTOBER 1872.

COUNTIES.	AGE AND SEX OF PUPILS.						No. of Pupils on the Register.	Proportion of the population at School during the Term.	Grand total days' attendance made by all the Pupils enrolled.			Number daily present on an average during the Term.	Number daily present at School on an average for the full Term.	Per centage for time in Session.	Per centage for full Term.	Average of days Schools in Session.	Aggregate of days Schools open.
	Number under 5 years.	Number between 5 & 15.	Number over 15.	Boys.	Girls.				enrolled.								
Albert.....	11	1890	178	1282	997	103,893	2079	1 in 5.13	103,893	911	48.72	911	911	48.72	43.81	102.56	4,820.5
Carleton.....	64	3031	342	1647	1790	176,723	3437	1 in 5.80	176,723	1550	50.20	1550	1550	50.20	45.09	102.42	8,501
Charlotte.....	55	3693	320	2008	2060	220,603	4068	1 in 6.36	220,603	1935	52.63	1935	1935	52.63	47.56	103.02	8,860
Gloucester.....	7	260	6	144	130	14,238	274	1 in 68.64	14,238	125	52.69	125	125	52.69	45.62	98.71	691
Kent.....	36	1425	150	809	784	80,160	1593	1 in 11.99	80,160	775	48.69	775	775	48.69	42.13	103.48	3,725.5
King's.....	60	3218	325	1828	1775	176,096	3603	1 in 6.82	176,096	1545	45.93	1545	1545	45.93	42.88	106.41	9,471
Northumberland....	62	1931	134	1130	997	106,411	2127	1 in 9.45	106,411	995	46.76	995	995	46.76	43.86	106.98	5,777.5
Queen's.....	32	1843	151	2027	999	99,416	2026	1 in 6.83	99,416	872	50.36	872	872	50.36	43.14	97.42	5,650.5
Restigouche.....	16	811	50	442	435	43,054	877	1 in 6.35	43,054	385	43.89	385	385	43.89	43.10	111.85	2,237
Saint John.....	23	7764	499	4244	4042	473,168	8286	1 in 6.31	473,168	4151	54.05	4151	4151	54.05	50.09	105.63	15,212
Sunbury.....	17	1008	85	610	500	60,323	1110	1 in 6.14	60,323	629	59.85	629	629	59.85	47.65	90.80	3,087.5
Victoria.....	8	667	83	357	401	31,663	758	1 in 15.35	31,663	278	43.93	278	278	43.93	36.67	95.29	1,620
Westmorland.....	29	4047	374	2298	2152	219,827	4450	1 in 6.59	219,827	2073	46.58	2073	2073	46.58	43.32	106.06	8,697
York.....	97	4495	422	2538	2481	255,317	5014	1 in 5.41	255,317	2659	53.83	2659	2659	53.83	44.67	96.01	12,193.5
NEW BRUNSWICK,	500	36,083	3,119	20,159	19,543	2,060,897	39,702	1 in 7.19	2,060,897	20,077	50.32	20,077	20,077	50.32	45.51	102.65	90,544

Besides the schools and pupils given in the foregoing Table, there were 3 Grammar Schools, independent of the District Trustees, having an attendance of 135 pupils,= 887 public schools, attended by 39,837 pupils.

We have now reached ground for some comparison of results of the present system with those of the system which it superseded. The Summer Term, being a complete one, furnishes the only trustworthy data for the comparison. I shall, therefore, deal chiefly with the statistics of this Term. In the Summer Term of 1871, there were, including the Grammar Schools, 910 schools under the supervision of the Chief Superintendent; in the corresponding Term of 1872, there were, in all, 887, decrease 23.

The following statement will exhibit the details of this comparison :—

	1871.	1872.		1871.	1872.
Albert,	40	47	Queen's,	60	58
Carleton,	79	83	Restigouche,	15	20
Charlotte,	90	86	St. John,	122	144
Gloucester,	37	8	Sunbury,	29	34
Kent,	56	36	Victoria,	31	17
King's,	98	90	Westmorland,	89	82
Northumberland,	75	55	York,	89	127

When it is borne in mind that the organization of schools under the law has been impeded, not only by the forms of opposition which have almost uniformly attended the introduction, in other countries, of direct assessment for the support of schools, but especially by those arising from dislike to the public and non-sectarian character of the schools sought to be established, the comparatively small decrease of 23 schools is a striking testimony of the general acceptability of our present Free School System.

In the Province of Nova Scotia, where the opposition to non-sectarian Schools did not assume an organized form, (persons of all christian denominations being willing very generally to unite in the organization and support of Common Schools), the decrease in the first Term under the Free System, was 172 schools, and in the second term, 177. The reports of the County Inspectors given in Part III of this Report, Appendix B, shew that much misapprehension has prevailed in some Counties, as to the character of the instruction provided by the Common Schools Act. I feel persuaded that when those who, on religious grounds, inveigh against the promoters of this Act, shall divest themselves of all prejudice in this matter, and see clearly just what the present school system aims to accomplish for all the people, their influence will not be longer be used to obstruct the organization of the schools it contemplates. Certain I am, that experience and observation will convince the Roman Catholics of this Province that "their fellow-citizens are not the unbelievers and dangerous characters they are represented to be; that they have more interests and feelings in common with them, than in opposition to them; that the tendencies of the age, and of all the institutions and enterprise of the country, are to co-operation and union among all classes of citizens, rather than to isolation and estrangement from each other; that there is no part of the civil and social economy in which this general co-operation and unity are more important and advantageous to all parties, than in the mental development of the whole youthful population of the country, and the diffusion of general knowledge; that as all situations of trust and emolument in our country are directly

or indirectly depending upon the elective voice of the people, every man is inflicting an injury upon his children, who seeks to isolate them from that acquaintance and intercourse and community of feeling with their fellow-citizens, which in the very nature of things, is necessary to secure general confidence and favour.*

On referring to the attendance at these schools, it will be seen that the amount of education given has been much beyond that of any former period. The total number of pupils in the Summer Term of 1871 was 33,981, while in that of 1872 it was 39,837—increase 5,856. This must be regarded as most satisfactory progress, since *the advance exceeds that made during the whole of the previous ten years.*

The following is the total attendance:—

	1871.	1872.
Albert,	1,502	2,079
Carleton,	2,719	3,437
Charlotte,	3,800	4,068
Gloucester,	1,421	304
Kent,	1,449	1,593
King's,	3,152	3,649
Northumberland,	3,023	2,186
Queen's,	1,776	2,026
Restigouche,	618	877
St. John,	5,812	8,286
Sunbury,	955	1,110
Victoria,	915	758
Westmorland,	3,403	4,450
York,	3,035	5,014
Total,	33,981	39,837

It will be observed that the increase referred to was made by ten out of the fourteen counties. Further: these ten counties show an increased attendance of 7,223. The counties of Gloucester, Kent, Northumberland, and Victoria show an aggregate loss of 1,367, the most of which (1,117) occurs in Gloucester alone. An inspection of the Table previously given will show the proportion of the population in each County attending the public schools. It will be seen that in this particular, much remains to be accomplished before the privileges of education shall be as common to all the people as our obligations and necessities demand. But an impartial consideration of the results of the first year's operation of the Free School System, as shown by the attendance on the schools in the counties adopting it, must convince thoughtful men not only that there was a clamant necessity for educational reform, but also that the system inaugurated by the Common Schools Act is well adapted to diffuse the benefits of education universally among the people of New Brunswick.

It may be thought that, in founding general statements upon the results of a single year's attendance, I have not weighed with sufficient care all the conditions under which these results have been reached. Be that as it may, it is to be kept in mind that we are not without the records of history to guide us in this matter. If New Brunswick were the first country on this

* Dr. Ryerson, Chief Superintendent, Ontario.

continent, instead of almost the last, that enacted a Free School Law, the present system might fairly be considered an experiment. But the success of the Free School System has not been left, under Providence, to our decision. The truth is, its success or failure in New Brunswick must judge us as a people. We, rather than it, are on trial. In this view, it will be instructive to compare our position with that of others; and with no country can the comparison be more trustworthily instituted than with the Sister Province of Nova Scotia. Including the Grammar Schools of each Province, the following is the attendance on the Public Schools from 1861:—

NEW BRUNSWICK.				NOVA SCOTIA.			
	WINTER.	SUMMER.	Estimated No. of different Pupils at School some portion of the year.		WINTER.	SUMMER.	Actual No. of different Pupils at School some portion of the year.
1861.	25,618	27,982			31,409	35,895	
1862.	26,401	28,630			34,111	38,023	
1863.	26,078	28,487			33,311	41,656	
1864.	27,171	30,632			33,265	37,546	
1865.	27,879	30,496			*35,151	43,771	
1866.	28,333	30,264			45,131	56,017	71,059
1867.	28,725	31,364			61,718	70,075	83,048
1868.	28,226	31,988			65,083	72,141	88,707
1869.	30,431	33,327			72,756	75,523	93,731
1870.	31,487	34,336	44,832		74,321	76,237	94,496
1871.	32,673	33,981	44,872		74,759	77,232	92,858
*1872.	28,756	39,837	49,422				

The population of New Brunswick in 1861, was 252,047, and in 1871, 285,594. That of Nova Scotia, for the same years, was 330,857 and 387,800.

The number of different children at school during some portion of the year has never been reported in this Province. The education department will be in a position accurately to determine this matter in 1874, and thereafter, year by year. In the statistics above given under this head, the figures have been derived by adding to the Summer attendance one-third of that of the winter, in pursuance of the estimates of Dr. Bennet. I am, however, of the opinion that the addition of twenty-five per cent. of the winter attendance would give a result nearer the fact.

Omitting from further consideration the yearly attendance, three important facts are disclosed by the statistics of the winter and summer terms:

1. That previous to the introduction of the Free School System into Nova Scotia, New Brunswick was educating fully as large a proportion of her population as the sister Province,—the comparison from 1861 to 1864 inclusive shewing an average of 0.3 per cent. in favor of New Brunswick.

2. That, since the introduction of Free Schools in Nova Scotia, that Province has out-distanced New Brunswick, and taken a foremost position among the educating countries of the world, so far as the amount of instruction is concerned. The comparison shows that from 1865 to 1871 inclusive, a period of seven years, Nova Scotia has been educating, on the average, 35½ per cent. more of her population than New Brunswick. The fact indicated by this percentage may be more fully appreciated, by expressing it as follows—taking the census rates:—

* The first year under the operation of the Free System,

ATTENDANCE MADE BY N. B.			ATTENDANCE THAT N. B. WOULD HAVE MADE AT THE RATE OF N. S.		
	WINTER.	SUMMER.	WINTER.	SUMMER.	
1865 . . .	27,879 . . .	30,496	26,421 . . .	32,900	
1866 . . .	28,333 . . .	30,264	33,808 . . .	41,963	
1867 . . .	28,725 . . .	31,364	46,079 . . .	52,319	
1868 . . .	28,226 . . .	31,988	48,429 . . .	53,681	
1869 . . .	30,431 . . .	33,327	53,957 . . .	56,009	
1870 . . .	31,487 . . .	34,836	54,933 . . .	56,349	
1871 . . .	32,673 . . .	33,981	55,056 . . .	56,877	

3. That, comparing the attendance at school in New Brunswick during 1872 with that reached in Nova Scotia in 1865, the educational progress of New Brunswick has surpassed that of Nova Scotia during the first year of the operation of the Free School System. A comparison cannot properly be instituted between the results of the winter Term, since on April 30th 1872 our Free Schools had been established but $3\frac{1}{2}$ months, while on April 30th 1865 those of Nova Scotia had been in operation 6 months. So great a disparity in time during the first Term, precludes any just comparison. Taking the results of the Summer Term, therefore, as the true basis of comparison, it will be seen that our attendance in the Summer Term of 1872 exceeded that of 1871 by 5,856 pupils, or 17.23 per cent; while that of Nova Scotia in the Summer Term of 1865 exceeded that of 1864 by 6,225, or 16.58 per cent. But the true comparison lies in the proportion of the population at school, in each Province, during these periods. Taking the census rates, the population of New Brunswick in 1872 would be 289,192, and that of Nova Scotia in 1865, 352,544. The proportion, therefore, of our population, at the public schools in the Summer Term of 1872, exceeded that of Nova Scotia in the Summer Term of 1865, by no less than 10.95 per cent. For the periods compared, New Brunswick had at School 1 in every 7.26 of her population, while Nova Scotia had but 1 in every 8.06. It is to be borne in mind that in the case of New Brunswick but $3\frac{1}{2}$ months had elapsed at the beginning of the Summer Term, since the change in the school system was effected; while a full Term of 6 months had expired in the case of Nova Scotia.

The results of the foregoing comparison certify New Brunswick thus far a measure of success superior even to that of Nova Scotia, in her efforts to establish a system of free education. There is no good reason why this Province shall not in a few years surpass Nova Scotia in the vigor of her school system, and the universality of its influence among the people. United and patient effort is all that is required.

THE AVERAGE ATTENDANCE.—Too short a period has elapsed since the introduction of the free system in this province, to determine its effect upon the regularity of the attendance at school. It has been urged by some, that when there were no fees paid the attendance must be much more irregular, since there was no pecuniary inducement operating upon the parent to keep his child at school, and, more especially, because of the number enrolled in any free school, there must be a large proportion whose parents care little for the education of their children. Were these views correct, I fail to see that they constitute any real objection to the present system. As to the pecuniary inducement, the present system of New Brunswick provides this in a more powerful way, in the mode of appropriating the county fund. The interest in the attendance is reciprocal between all the property holders of the district, and is not confined to individual parents merely. This community interest, in the course of a few years, will beget a strong public opinion against

absence from school. When every rate-payer clearly understands that irregular attendance at school, either of his own or his neighbours' children, means increased district taxation, parental neglect will not permanently prevent any child from knowing that indifference to school privileges and duties is regarded with public disapprobation. The average attendance in Nova Scotia has been greater since the schools were free, and I think the same results will appear in New Brunswick. The following comparison is of interest :—

NUMBER OF PUPILS DAILY PRESENT ON AN AVERAGE PER 100 ENROLLED.

	WINTER.		SUMMER.	
	N. B.	N. S.	N. B.	N. S.
1865	51.80	62.63	52.40	57.41
1866	52.50	57.58	51.50	58.00
1867	51.90	56.86	50.70	55.36
1868	53.90	58.33	53.00	58.09
1869	54.95	60.00	52.15	56.30
1870	53.78	55.90	52.50	56.10
1871	54.99	58.30	53.06	56.60
1872	64.45		50.32	

When comfortable houses have been built, good books and apparatus provided, and competent teachers placed in charge of the schools, we will be in a position to deal effectively with the question of irregularity of attendance. It will be found, when this condition is reached, that the question has been well-nigh solved already.

SUPERIOR SCHOOLS.

The grant to superior schools is not now confined to any particular district within a Parish, but is open to competition on the part of all, under the following conditions prescribed by the Board of Education :—

CONDITIONS OF COMPETITION FOR THE GRANT: The following conditions are prescribed for the receipt of the Grant to Superior Schools:—

- (1) The School shall not be located in the same District as the Grammar School.
- (2) It shall be taught in a superior manner by a male teacher of the first class.
- (3) The School accommodation, apparatus, and text-books, shall be such as are prescribed or recommended by the foregoing Regulations of the Board of Education respecting Common Schools.

NOTIFICATIONS: The Trustees of any District wishing to compete for the additional Provincial Grant to Superior Schools, shall notify the Inspector of their intention on or before the first week in February 1872, and on or before the first week in December in subsequent years; and successful Districts shall be notified by the Chief Superintendent on or before the first week in June following.

A list of the successful competitors is given in Table XI. The schools did not, in several cases, entirely fulfil the conditions named, especially in the matter of accommodation, apparatus, and text-books. The Trustees and teachers, however, very generally exerted themselves to meet, as far as possible, every requirement. This grant, carefully administered, will very soon secure a large number of excellent school houses, thoroughly equipped with the materials of instruction.

GRAMMAR SCHOOLS.

The 53rd section of the Common Schools Act, provides for the voluntary union of the Grammar School Trustees and any board of districts school Trustees, for the support and management of the county Grammar School,

subject to the approval of the Board of Education. At the introduction of the law, the Board published such conditions of union as it was prepared to sanction, as follows :—

CONDITIONS OF UNION.—The Board of Education names the following conditions for the union of Grammar and District Schools:—

- (1) That all the Schools of the District shall be a continuous series.
- (2) That the most advanced department constitute the Grammar or High School and be subject to the joint management of the Grammar School and District Trustees.
- (3) That the Grammar or High School department be open free to all pupils of both sexes, resident in the County, on the same conditions of qualification as to pupils resident in the District.
- (4) That the Teachers (and any class-room assistant) of each department of the series receive Provincial aid,—the Teacher of the High School department receiving the Grant allowed to a first class.
- (5) That the District Trustees receive aid from the County fund for all the pupils in attendance in all the departments.
- (6) That the Grammar School Grant be paid as usual.

Most of the boards of Grammar School Trustees responded promptly and favourably to these proposals. Their co-operation has been of great value in working out the series of schools adapted to the populous localities in which the Grammar Schools are situate. Antagonisms have thus been avoided, and the educational forces of the country rendered more effective. A general exhibit of the Grammar Schools is given in table XII. At the present time, those located in Bathurst, Chatham, and Hampton, are the only ones not in union with the Common Schools. The two former districts have refused to organize Common Schools. I do not certainly know why a union has not been secured in Hampton.

If the existence of the Grammar School in any district has the effect of depriving the people of that district of the privileges of a free education, an adequate remedy must be had. The nature of my duties during the past year precluded me from visiting many of these Schools. I expect to overtake this work the coming year. I shall be in a position to report how far these schools are furthering the higher education of the country, and what measures, if any, are needed to secure more perfectly the desired results. Within a very few years, we shall be in a position definitely to determine the number and character of these secondary Schools. Their special business should be to take up the work of education where most of our Common Schools leave it, and carry it forward to that point where it may connect directly with the University. This design fairly, patiently, and persistently worked out, will prove the truest economy of means and forces already in operation, and constitute a powerful and harmonious system of education for New Brunswick.

PROVINCIAL TRAINING AND MODEL SCHOOL.

Table XIII. in Part II., and the report of the Principal in Part III., Appendix A., present pretty full information respecting this institution.

In pursuance of the provision of the Common Schools Act which empowers the Board of Education to provide for the efficient working of a Training and Model School, very careful attention was given to this whole matter at the introduction of the law. It was deemed absolutely necessary to extend the time of each session to five months, in order that tolerable facilities for instruction in the theory and practice of teaching and school management might

be secured to the students in attendance. The following important Regulations of the Board of Education set forth the time and duration of each session, the qualifications of admission, the general course of instruction and its aim, and the rules which regulate the conduct and government of the institution :—

SESSIONS OF THE TRAINING SCHOOL: There shall be two Sessions, or Terms, of the Training School in each year, as follows: The first Term shall begin on the first Wednesday in November, and close on the Friday preceding the March Examination; the second Term shall begin on the first Wednesday of May, and close on the Friday preceding the September Examination. Students shall not be admitted after the first week in the Term, except by the consent of the Principal, to whom all applications for admission are to be addressed.

QUALIFICATION FOR ADMISSION: The minimum qualifications of applicants shall be those prescribed for Teachers of the Third Class, omitting professional subjects. In all cases certificates of good moral character must be lodged with the Principal. Holders of valid licenses from the Board of Education shall be eligible for admission without examination, on presenting their licenses.

COURSE OF INSTRUCTION: While securing instruction in the ordinary branches of knowledge required to be taught in the Schools of the Province, the course of instruction shall be specially directed to the imparting of a specific knowledge of School Organization and Management, and Method in teaching. The departments of the Model School shall be so arranged as to secure to teachers-in-training facilities for the illustration and practice of the most approved methods of teaching and conducting Schools.

BYE-LAWS OF THE TRAINING SCHOOL: The following Bye-Laws shall be publicly read by the Principal at the opening of each Term, and a copy of them shall be conspicuously posted in the Training School:—

- (1) The Training School shall be in session 6 hours every week-day during the term, Saturday, public holidays, and the Christmas vacation excepted.
- (2) It shall be the privilege of the Principal, or his Assistants, to open and close the daily session by reading a portion of Scripture and by prayer. No student shall be required to attend these exercises who shall, by written application to the Principal, ask to be excused on conscientious grounds.
- (3) The students shall be regular and punctual in their attendance in their several classes; and shall for any case of absence express to the Principal the cause thereof. Students not present when the Roll is called, or who leave any class without permission, shall, in the discretion of the Teacher, be marked as absent.
- (4) The students shall give due attention and respect to the Teachers; shall act towards each other with becoming courtesy; and shall, both within and without the Institution deport themselves in a manner befitting their future profession as educators of the young.
- (5) The students shall take every possible care of the buildings, furniture, apparatus, grounds, and other property belonging to the Institution; and damages caused by any student shall be repaired at the expense of such student.
- (6) Any student shewing disrespect to a Teacher, or discourtesy to a fellow student, shall be admonished and censured by the Principal; and if persistent in such offence, shall be dismissed. Any student guilty of gross immorality shall be summarily expelled.
- (7) Each Teacher shall keep a Class Roll, which he shall call at the beginning of each lesson, marking absentees. He shall also keep a Record Book, in which he shall record at each lesson the merit of each student's recitation, and also the absence of a proper deportment on the part of any student. Record marks shall be made in parts of 100.
- (8) Two days of each month of the Term, beginning with the last Thursday of each month, shall be devoted to the Work of Review. On Thursday the exercises shall be conducted orally on the work of the previous month, and on Friday by written exercises on previous work of the Term. The closing Review of the Term shall be conducted wholly as the Principal may determine.
- (9) Each teacher shall make a weekly Report of the average of each student's marks in attendance, deportment, recitation, and skill in teaching; as well as the merits of each student's Review exercises.
- (10) The Principal shall keep and preserve an Official Register, in which he shall enter each week the standing of each student with respect to attendance, deportment, recitation, and professional skill.

- (11) At the close of each Term the Principal shall report to the Chief Superintendent of Education, for the information of the Board of Education, all matters of importance relative to the working of the Institution; and in such report he shall present a classification in three grades of those students who shall have proved themselves entitled to the same—such classification to be based upon skill in teaching, coupled with a prompt, courteous and successful performance of the work of the Term. Students eligible for classification, whose professional standing, obtained on the foregoing basis, shall reach 25, and be less than 50, shall be classed as possessed of FAIR teaching ability and skill; 50 and less than 75, GOOD; 75 and upwards, SUPERIOR; and the professional qualifications of each shall be expressed in both figures and words. The professional classification of each student shall be recited in any license obtained on examination.
- (12) The Principal shall, at the beginning of each Term, acquaint the students with the following details of the system of classification by which their *professional* standing is to be determined:—
1. Except in cases of sickness, an average of punctual attendance less than 75, or an average of deportment less than 75, shall totally disqualify a student for classification.
 2. An average of recitation less than 75 shall disqualify for class SUPERIOR; less than 50, for class GOOD; less than 37½, for class FAIR.
 3. The professional standing of those eligible for classification shall be obtained by an average of the following:—
 - (a) The estimate on the regular practice in the departments of the Model School.
 - (b) The estimate on special practice.
 - (c) The estimate on recitation in professional work.
 - (d) The estimate on written exercises on professional subjects.
 - (e) The estimated value of criticism on the practice of fellow students.
 - (f) To the general average of the foregoing shall be added ten per cent. on the excess above 75 of the student's standing in attendance, deportment, and recitation.
- (13) The students shall lodge and board at such houses only as are approved by the Principal.

The practising or Model School consists of two departments, instead of three as formerly, each department having two sections or grades. Arrangements were entered into with the Board of Trustees of Fredericton, by which these departments form a part of the regular series of the City Schools. Advantage will ere long be taken, by the consent of the Trustees, of some of the best of the more advanced grades of the Fredericton Schools, for the illustration of certain principles of method and modes of management. In respect of the practising departments, in charge of Miss Tweedie and Miss Minard, a most creditable degree of efficiency has been reached. Mr. Crocket has heartily co-operated with me in every effort to make them of the highest value to the Training School, and a credit to the Province. They are the right arm of this institution. However ably and laboriously the Principal of the Training School may discuss the subjects of Method and Management, his efforts must be comparatively unfruitful unless adequate facilities for illustration and practise are at his command. Principles must be embodied in practise before the very eyes of the Students, and they themselves must have regular opportunities of practise, conjoined with competent and judicious criticism.

Mr. Crocket and his assistant, Miss Gregory, have unremittingly devoted themselves to the duties of the School, during the year. The more efficient this institution can be made, the greater will be the benefits conferred on the Common Schools of the Province. The demand for thoroughly qualified teachers is beyond the present supply. Whatever is necessary for the more effective equipment of the Training School, is to be regarded as an evidence of educational progress throughout the Province. I am clearly of the opinion that the demands of the Free School System, will ere long require the enlargement of our operations in the Training School.

The following Order was made by the Board of Education on May 31st, 1872 :

Ordered, That after the present Term, all persons admitted for instruction at the Provincial Training School, shall be required to subscribe the following declaration at the time of their enrolment:—

DECLARATION: I hereby declare that my object in seeking admission into the Training School, is to qualify myself for the Teacher's Office, with the intention, if receiving a License, to engage actually in the work of teaching, — and if I shall not teach a School in New Brunswick under the Common Schools Act, for 3 years within the 5 years next following my receipt of License, I engage to repay to the Board of Education the amount paid me for expenses at the Training School.

The allowance of \$24 towards expenses is now paid to each student-teacher at the close of the Session, and for as many Sessions as he or she may find it advantageous to attend. Those holding District Licenses issued under the Parish School Act, and who have previously attended the Training School, will receive the same pecuniary aid as others, while attending the School. It is most desirable that every Teacher should, sooner or later, be able to attend at least two Terms.

MISCELLANEOUS.

In consequence of the unsettled condition of School affairs during the year, I considered it of little use to send out blank returns with a view of ascertaining accurately the amounts expended for houses, lands, apparatus, &c. Many districts were not in a position to make these returns until after the Annual School Meeting. Having first organized the means of securing such information in Nova Scotia, my experience leads me to adopt the plan of ascertaining every two years what has been the local INCOME and EXPENDITURE, and what is the condition of each District in respect of School property, — houses, lands, apparatus, &c. By this plan, very trustworthy statistics will be had, and the foundation laid for accurate reports on these topics, for the future. It must not be forgotten that accuracy is the moral quality of statistics, and that inaccurate statistics are worse than useless, — they are misleading. I hope to present some trustworthy statistics on these points in my next Report. We shall then be in a position to institute comparisons with other countries in respect to School accommodation, the cost of education per pupil, and the devotement of means to the purposes of education.

A trustworthy statement of the average rate of salaries of the several classes of Teachers, will be found in Table VIII. This table is founded on the contracts existing during the Winter Term. Statistics of interest respecting the disbursements of the Government grants to Teachers, and the appropriation of the County Fund to Trustees, are given in Tables IX. and X. The disbursement of the allowance to Teachers attending the Training School is set forth in Table XV.; and the total Legislative expenditure in aid of Public Schools, to May 1st, is exhibited in Table XVI.

The various branches and the number of pupils engaged in each branch are shewn in Table III. The number of Teachers employed and the number of each class are stated in Table IV., while the entire period of service of those of the first class is given in Table V. A statement of the visits to the Schools by Trustees, Inspectors, Clergymen and Members of Parliament, is contained in Table VII., as well as the number of public examinations held, and the number and value of prizes given under the supervision of the Trustees.

TEXT BOOKS.

By the provisions of Section 6 (5) of the Common Schools Act, the Board of Education is empowered to prescribe text-books and apparatus for the use of Schools. No duty devolved upon the Board by the Act has been more onerous,

and none has been the subject of more continuous and careful deliberation. A uniform series of really good text-books is one of the greatest boons that can be conferred upon the Schools of any country. Once secured, it promotes economy, since the same books may, for years, be made to serve different members of the family, and in whatever district they may happen to reside. It renders classification easy, and thus promotes order and system in School work. It gives definiteness to the work of the Teacher, and tone to the whole matter and course of instruction.

On ascertaining, in view of the new Act, the position of the Province in respect of School text-books, I felt it incumbent on me to urge upon the Board of Education the immediate exercise of the power conferred upon it in this behalf, multiplied as were the other duties claiming its attention. In the discharge of this duty it has been the aim to secure books attractive in appearance, trustworthy in subject-matter, clear and natural in method, and of reasonable cost. Wherever it was not possible to secure all these qualities in the degree desired, preference has in all cases been given to the subject-matter and the method. I have some assurance in saying that the Schools of no country on this continent have text-books superior to those which have thus far been provided for New Brunswick. Much perplexity was experienced in dealing with the subject of Reading Books. After very careful consideration, the Board was convinced that a better series could be prepared than any before the public, and it was resolved that steps be taken to secure the issue of a new series prepared in accordance with sound principles of didactics, and specially adapted to meet the requirements of a system of public education. The Primer (with Wall Sheets) and four Readers have been published, and the series will be completed during the year.* Steps have also been taken to provide elementary reading books of equal quality for the French districts of the Province. The MSS. have been approved by the Board, and it is hoped that arrangements may shortly be effected by which their publication may be secured.

In a few subjects of study, no text-books have yet been prescribed. These are under consideration, and a decision will be reached as early as possible.

* The following opinions respecting the "Royal Readers" are appended:—

The true touch-stone of the value of a text-book is its effect upon the learners. With this in view, I have watched the progress of several children from the beginning of the School Primer onwards. I bear willing witness to the rapidity and thoroughness of their advancement and also to their eager interest and manifest pleasure in learning to read. I wish to express my sense of the great good you have done by the improvement effected in this department alone.—PROF. THOMAS HARRISON, *University of New Brunswick*.

The readers that have as yet been issued, (four) need only to be examined in the light of sound educational principles to prove their complete adaptation to our wants and the wisdom of the Board of Education in prescribing them.—*Daily Telegraph and Journal, St. John*.

Great pains have evidently been taken with their compilation, and everything seems to have been thought of to make them at once useful and attractive.

The books both in outward form and inward character are, in my judgment, superior to any series of Reading Books which it has been my fortune to meet with.—H. G. ROBINSON, M.A., *Canon of York, Eng., and one of the Endowed Schools Commissioners*.

The "Royal Readers" are the most interesting and instructive books of the kind I have yet seen.—MISS OAKLEY, *College for Ladies, London*.

I have very carefully examined the "Royal Readers." The plan is excellent, and the execution, if I may say so, even better. They are out of sight the best Series of Reading-Books published.—T. MORRISON, M.A., *Rector of the Free Church Normal School, Glasgow, Scotland*.

I have examined very carefully the "Primer," and Nos. I., II., and III. of the "Royal Readers," and I have no hesitation in saying that they are, in my opinion, incomparably the best English Reading-Books that have ever been published. The adaptation of the means to the end in view is perfect.—A. MONTGOMERIE, LL.D., *Principal of the Ladies' College, Glasgow, Scotland*.

They are admirable in every particular. Nothing, in my opinion, would more contribute to the improvement of Education than the wide circulation of these books, and the intelligent handling of them, —M. PATERSON, *Rector of the Training School, Morry House, Edinburgh*.

AIDS FOR LESSONS IN NATURAL HISTORY.—This matter has received some attention. Suitable lessons on animals and plants are of much service in school work. The habit of careful observation lies at the bottom of all sound generalization, and natural objects, or faithful representations of them, supply the most powerful means of cultivating this habit in the young. But it is essential that any such aids introduced into the School room shall be true to nature in every particular, and that an obvious method shall determine both their character and extent. I anticipate that the Board of Education will shortly be able to secure suitable diagrams of animals and plants, for use in our schools. When secured, Teachers will be able, with much advantage to other studies, to enliven the work of the School room with interesting lessons respecting animal and plant life.

INDUSTRIAL DRAWING.—The subject of elementary drawing, especially with a view to its industrial applications, has also been the subject of some correspondence during the year. The Board of Education will, I think, do well to await the completer development of the plans now in progress in Massachusetts, under the supervision of Mr. Walter Smith, State Director of Art Education. It is my purpose, if other duties permit, shortly to give this whole subject the attention which it deserves, and to solicit the action of the Board of Education with a view to the taking of such preliminary steps as our circumstances may justify.

PLANS OF SCHOOL HOUSES.

Nova Scotia was the first country that provided by statute for the classification of all the school going children of populous districts into an ascending series of grades, according to the attainments of the children. The Common Schools Act of this Province contains a similar enactment, and means have been adopted within the past two years, to secure some of the more obvious advantages of this mode of organization in the Province of Ontario. This important provision—contained in the 29th Sec of the Common Schools Act—has received the careful attention of the Board of Education during the year. Regulations 5—14 cover the whole subject of school buildings, furniture and premises, adapted to the special requirements of the law. The difficult subjects of the heating and ventilating of school buildings, have been examined with much care. There is no feature of the school service of greater importance to the country than the character of the school accommodation. It is quite within the reach of every school district to secure houses and furniture suitable for school work, and to arrange the school premises in a proper manner. The question of expense scarcely enters into the subject, since a suitable equipment is not necessarily more expensive than an unsuitable one, and whatever is essential to the physical welfare of the children while at school cannot properly be withheld by any district. In order the better to assist the local parties in providing suitable accommodation, the Board resolved to publish plans for the construction and furnishing of school houses. J. T. C. McKean, Esq., Architect, St. John, was employed to prepare such designs and general specifications as would meet the requirements of the Act and the Regulations of the Board. After these designs were approved, they were lithographed by the St. John & Halifax Lithographic Co., and published in book form. A supply has been lodged with each County Inspector, and the use of the plans can be had free of charge by any board of District Trustees. Full sets of Working Drawings were

also procured from the architect, and the Education Office, through the Board of Public Works, supplies, on application, copies of these drawings without charge to any district about to erect a new house. Considerable time and means have been expended upon these plans, but I have felt justified, by the importance of the subject, in urging the Board of Education to make permanent provision for their supply. I know of no country where this matter has been met in so satisfactory a way, and the result will be that in a few years New Brunswick will have healthy, convenient and comely school houses.

As already intimated, I am not in a position to report the number of new houses built during the past year, or the amount expended for school accommodation. I am aware that many districts deferred the erection of new houses, in order to secure the perfected plans of the Board of Education. It will be seen by the Inspectors' Reports, that a good number of new houses were built, York County alone having erected some thirty. Special mention should also be made of the two school houses erected by the Trustees of the town of St. Stephen, at a cost of over \$10,000.

A STAFF OF QUALIFIED TEACHERS.

The supply of qualified teachers, and their retention in the school service, is a problem which no Province or State on this Continent has satisfactorily solved. In the business of education, the man or woman who educates, is everything. A qualified teaching staff, is therefore, necessary to the wide diffusion of sound education. This truth has been clearly apprehended and deeply felt by those entrusted with the administration of public systems. While too much attention can hardly be bestowed upon school-houses, furniture, text-books and apparatus, it is evident that these, however skilfully devised, stop short of the requirements of the case. The matter lies deeper. The living agent, the teacher, is the power which actually determines the efficiency of all other instrumentalities. What is manifestly required therefore, as an essential part of a common school system, is a staff of efficient teachers, men and women skilled in the difficult business of teaching. This is the very heart of the whole thing. Failure here is not made good by houses, books, or other appliances: it is failure out and out.

"The teacher is the school." My experience and observation, both on this Continent and in Great Britain and Ireland, have forced the sentiment of the old maxim into my blood. I should not discharge my duty satisfactorily to myself, if I failed to give expression to the strength of my convictions on this point. Let any intelligent person fix his mind for a little on the best teacher he ever knew. Let him call to mind the sweetness of that teacher's ways, the clearness of his methods, the accuracy of his knowledge. How skilfully he put one in possession of one's own powers. How soon his pupils began to respect themselves, and to have confidence in their own abilities. How delightful to them was study, and how soon they learned, and with what an outcome of genuine power, that the boundless world of knowledge was not his alone, but theirs, and all men's. Place now such a teacher in every school in New Brunswick: what possibilities of noble endeavor and achievement could be denied to a people reared under such guidance! And yet the Parliament of New Brunswick, having called into existence a system of free education, is under obligations to do its utmost to secure this very result. Just as far as we approximate

it, and no further, shall we attain the object for which any public educational provision can legitimately exist.

I wish to suggest for the consideration of Parliament what appears to me to be fundamental in this matter. It is this: the deliberate adoption of such measures as are calculated to bind the whole brotherhood and sisterhood of teachers of this Province together in a recognized profession. I here take it for granted that the business of teaching can fairly be shown to meet the conditions demanded of the general professions, though differing, of necessity, in some of its aspects from them all. I shall, therefore, proceed at once to specify the two conditions which, in my judgment, are essential to its actual assumption of such a character before the public. The first condition is this:—

None but persons who prove themselves qualified in a prescribed degree must receive authority to engage as Teachers in the Public Schools.

This condition is fundamental. Now it is certainly possible to ascertain with sufficient accuracy whether the attainments of any applicant for authority to practice in any recognized department of the profession, are such as to warrant, without injustice to any, the issue of that authority in accordance with established principles applicable alike to all. A common authority must guard the door of admission to the profession, and the character of this common authority, and the uniformity of its operations, must be such as to preclude all suspicion of favoritism, and command in all respects the confidence of the public.

This first condition has been, I trust, fairly met by the action of the Board of Education respecting the qualifications and classification of teachers, as set forth in the following Regulation :

Regulation 30.—*Licensing of Teachers under the operation of the Act :* The following rules are prescribed with respect to the licensing of Teachers under the operation of the Act :

- (1) *Persons eligible for Examination :* No person shall be eligible for examination for license (except as specially provided by Reg. 32), or for advancement of Class, unless presenting to the Chief Superintendent, *one month* previous to the date fixed for the examination, satisfactory proof—

If a male, that he is 18 years of age; if a female, that she is 16 years of age: That he or she is of temperate habits and good moral character: Has attended the Provincial Training School at least one Term; or

Holds, at the time of application, a valid license granted previous to Jan. 15, 1872, under the authority of the Board of Education; or

Has undergone training at a recognized Training or Normal School in another country, or

Holds a diploma from a chartered College or University :

and no person, except one who, on examination, has failed to obtain a license of any class, or, of the first class by reason of bad spelling, or a student in continuous attendance at the Provincial Training School, shall be eligible for more than one examination within a period of twelve months. Graduates of a chartered College or University shall be at liberty to apply for examination in all the subjects of the syllabus, or in reading and professional subjects only.

- (2) *Provincial Licenses :* All Licenses issued by authority of the Board of Education, bearing date subsequent to January 15, 1872, (except as specially provided by Reg. 32) shall be under Seal of the Board; and shall be valid throughout the Province of New Brunswick, during the good behaviour of the holders.

- (3) *Times and Stations of Examination :* An examination shall be held each year at Fredericton in March and September, and at St. John and Chatham in September, only,—beginning in each case at 9 o'clock, A. M., on the third Tuesday of the month. The examination shall be held in such building as may be appointed by

the Chief Superintendent, who shall give at least three weeks' public notice thereof in such manner as he shall deem proper. Each station of examination shall be open to eligible candidates from all parts; and no candidate shall be allowed any opportunity of examination other than as specified above.

- (4) *Written Examinations*: Except in Reading, the examination shall be conducted wholly on paper; and the Chief Superintendent shall prepare, and shall have printed, suitable questions for each class, in accordance with the prescribed syllabus of examination; and shall supply a sufficient quantity of these papers, together with copies of such rules and instructions as he may deem expedient for the due conduct of the examination. The examination papers shall be securely sealed, and the seal on each package shall be broken in the presence of the candidates when required for actual use in the examination.
- (5) *Chief Superintendent to have charge of the Examination—Reading*: The Chief Superintendent of Education shall, either in person or by his deputy, preside at any examination; and shall, previously to distributing any question-papers to the candidates present, determine by oral exercises whether any candidate's knowledge and abilities with respect to Reading are sufficiently accurate and excellent to permit such candidate to undergo further examination for the class of License for which application has been made.
- (6) *The Examination to be undergone in good faith*: The Chief Superintendent, or his deputy, shall place on file in the Education Office, a sworn report of the examination, in which he shall record any known infringement of the Regulations of the Board. In the event of any candidate taking into the room any book, notes, or any thing from which to derive assistance in the examination, or copying from another, or allowing another to copy from him, it shall be the duty of the Chief Superintendent, or his deputy, to dismiss such candidate at once from the examination, and to remove his name from the candidates' list; but if the evidence of such case be not clear at the time, or be obtained subsequent to such dismissal, the case shall be duly recorded in writing, and the candidate's papers shall be rejected if the evidence be conclusive.
- (7) *Estimation of Candidate's papers*: At the close of the examination, the Chief Superintendent shall promptly forward each candidate's papers to the Examiners appointed by the Board of Education, a portion to each, viz: to the Examiner in LANGUAGE, the Examiner in GEOGRAPHY AND HISTORY, the Examiner in MATHEMATICS, and the Examiner in TEACHING AND SCHOOL MANAGEMENT. Each Examiner shall express his judgment of the merits of each paper submitted to him, by means of numbers—taking 100 as the highest possible mark. The Examiners shall return the papers as promptly as possible to the Chief Superintendent who shall preserve them on file for a period of five years.
- (8) *Spelling*: Each Examiner shall note and report the number of ordinary words misspelled by each candidate; and the average of marks obtained by any candidate on his whole examination shall be increased by .5 as many times as the number of words so reported shall be less than 6. No candidate who misspells upwards of 6 ordinary words in the course of the examination shall be deemed qualified to receive a license in advance of the second class. At the September examination in each year, an exercise in spelling shall on application be prepared for candidates who at any previous examination made an average of 60 or upwards on the papers of the first class, and were debarred from receiving license of the first class by reason of bad spelling. The Exercise shall not exceed one hour in length and shall be confined to common words, and any such candidate not making more than six errors shall be granted a license of the first class without further examination.
- (9) *Standards of award*: In awarding Licenses, the following principles shall be strictly adhered to:—
- (a) To obtain the class worked for, the average of the Examiners' marks (the regulations respecting spelling being duly observed), must be 50 or upwards; to obtain the next lower class, the average must be 40 or upwards; and to obtain the second below the one worked for, the average must be at least 30.

- (b) In each case, there must be no mark further below half of the required average than the actual average is above the requirement, with this limitation—that where there are more than one paper demanded under one general subject (as in the case of History, Mathematics, &c.), if the average of the marks on these papers equals the required general average, these papers shall be exempt from the operation of this principle; and that any candidate making the required average for a given class shall not be debarred hereby from receiving the next lower class.
- (c) In order to obtain a Grammar School License, candidates will be required to make a general average of 50 or upwards on the whole examination, with no mark in the English branches further below 37.50 than such average is above 50. In Latin the average of marks must be 50 or upwards, and in Greek, 37.50 or upwards. Candidates for this license who have previously made an average of 75 or upwards on the syllabus prescribed for the first class, are to work papers on those subjects only which are peculiar to the syllabus for a Grammar School License. Candidates working the exercises on professional subjects only (1), will be required to make an average of 75 or upwards.
- (10) *Results of Examination* : Each candidate shall be notified by mail of the result of his examination, and be furnished with a Memorandum of the estimates placed upon his several papers by the Examiners.

I think it will be admitted that the foregoing regulations fairly meet the first condition specified, at least as far as it is desirable to attempt to meet it in this way. The rest must be left to the operation of the provisions involved in the remaining condition. This Province, then, is in a position to consider with care the second condition referred to. It is this :

Teaching must afford such pecuniary guarantees, as shall permit qualified persons to make it their business for life.

I do not refer especially to the obligations resting upon the local communities in this matter. These obligations are great, and must, of course, be assumed before we shall have a staff of qualified persons making teaching their life work. These obligations will be acknowledged and discharged very much in accordance with the estimate placed by the Legislature of the Province upon the QUALITY of the work performed in the Schools. This estimate can find effective expression only in the means adopted by the Province to insure to the people that the character of each teacher's work shall be regularly and adequately tested, and publicly made known by the giving or withholding of suitable rewards. Granted such were done by the Province, it is plain that the local communities would thus be continuously appealed to by the importance assigned to the business of teaching. I make no doubt in saying that it is the duty of the Province to lead in this matter, and with solicitude to foster an abiding educational interest in the minds of all the people. I shall, therefore, confine my suggestions to such pecuniary guarantees as, in my view, the Province can fairly undertake in this behalf, and ere long ought to undertake. The guarantees which I propose to every successful teacher,—i. e. to every teacher whose quality of work attests his success year in and year out—are definite pecuniary emoluments in the event of ill-health or old age overtaking him while engaged in the school service of the Province. These emoluments should be proportioned to the teacher's success and his period of public service.

It is obvious that Provincial guarantees thus conditioned, involve the periodic classification of the SCHOOLS by competent men, involve in short an efficient system of School inspection by the Province. I do not stay to demonstrate that a well-ordered system of inspection is the right hand and eye of a public school system, since it is equally necessary whether the pecuniary guarantees of which I speak be provided or not, and since the provisions of Section 11 of the Common Schools Act, and Regulation 42 of the Board of Education, manifestly contemplate just such

a system of inspection as is required to secure the object immediately under consideration :

SEC. 11.—From and after the period of five years from the time this Act goes into force, the Provincial aid to Teachers and Assistants, qualified and employed as aforesaid, shall be regulated in part according to the class of license, and in part according to the quality of the instruction given in the School as determined by the semi-annual examination of pupils by an Inspector, as follows: For the School year, or rateably as above, Male Teachers of the first class, one hundred and ten dollars; of the second class, eighty dollars; of the third class, sixty dollars: Female Teachers of the first class, seventy dollars; of the second class, fifty dollars; of the third class, forty dollars: in addition, each Teacher whose School shall be reported by the Inspector, in respect of quality of instruction, as entitled in any half year to the first rank, shall receive for the half year at the rate of forty dollars per year; the second rank, at the rate of twenty-five dollars; the third rank, at the rate of ten dollars, or rateably as above: each such Assistant shall receive a sum equal to one-half the grants to Teachers:

FROM THE REGULATIONS OF THE BOARD.—The sum placed at the disposal of the Board of Education for Inspectors' salaries is insufficient to secure the services of professional Teachers for the office. It is believed that the interests of education will be best promoted by the employment of Inspectors, for a limited period, chiefly in the work of making practically known to the people the provisions of the law, the steps to be taken to secure its advantages, the requirements respecting school accommodation, the careful and proper adjustment of boundaries, and in short, all matters necessary to enable every District to become so familiar with correct modes of procedure as to ensure the regular support of schools. As soon as this condition is reached, the work of inspection proper will require special attention, and demand professional qualifications for its successful discharge, as contemplated by the following Regulation:—

Regulation 42.—*Uniform certification of candidates for Inspectorships:* In view of the operation of Section 11 of the Act, all candidates for the office of Inspector shall, at or before the period assigned for the operation of such Section, have taught for a period of at least three years, and shall have obtained a license of the Grammar School Class in accordance with Regulations 30 and 31; and upon appointment to office each Inspector shall spend one term at the Provincial Training School, or such time as the Board of Education may require, with a view to a more perfect acquaintance with the methods of School Management and Teaching to be employed in the schools of the Province.

Taking it for granted that the schools of a population not exceeding 40,000 will be assigned to each Inspector in the discharge of the duties contemplated by Sec. 11 of the Act, I shall briefly outline the manner in which they may be periodically classified in respect of the *Quality* of work done in them. I would group all school subjects under two heads,—*Obligatory and Optional*. The obligatory subjects would be (say) such as reading, spelling, writing, arithmetic, geography, English grammar and composition. The optional subjects would include all others now taught in our schools, with the elements of vocal music, industrial drawing, and physical science.

The Board of Education would adjust and publish a programme of proficiency in obligatory subjects, and another in optional subjects. I am aware of the difficult and responsible task involved in the preparation of these programmes; but it is practicable. The great point to be had in mind is to save the programme from stimulating mechanical teaching, to grasp subjects vitally and not by mere externals, and to lift principles to the surface, and not mere forms. To entitle any school to be classed at all, not less than 75 per cent of the number of pupils on each class-roll should be presented for inspection. To entitle a school to the first rank 65 per cent. should pass in the obligatory subjects, and an equal percentage of those engaged with optional subjects should pass in two subjects of this programme,—it being obligatory to teach two of such subjects (if the condition of the school

permitted,) but the teacher having the option as to what two they shall be. Only one subject under physical science should be allowed in any term. If only 50 per cent. of any class (of pupils) passed in two subjects, a school should be entitled to be placed in the front rank if the number of passes averaged 65 for the school. But if this partial failure were repeated in the same subjects in another class (of pupils), the school should not rank as first even if eligible in all other respects, because this repeated double failure would argue inefficient teaching of these subjects.

To entitle a school to the second rank 50 per cent. should be required instead of 65, and one subject from the optional programme. Repeated double failure, on the basis of 25 per cent. instead of 50, to disqualify the school for second rank, even if otherwise entitled to it.

To entitle a school to the third rank, 40 per cent. of enrolled pupils should be required to pass in the obligatory subjects, and repeated double failure out and out, in any two subjects, should preclude the school from classification.

The number of passes in each subject, multiplied by 100, divided by the number on the class-roll, gives the percentage of passes in that subject; and the mean of these percentages gives the standard according to which the rank of the School would be determined. The outline I have now given is of course, to be understood as merely approximate. The plan I have suggested is framed expressly with the view of avoiding the evils which educationists too truly, in my opinion, allege to here in the English plan. The foremost teachers in Scotland assured me that the chief objection now existing in that country to the English plan, was that it ignored the correlation of the various subjects of study, and virtually barred the way to the employment of the most successful methods of dealing with the fundamental subjects. Experiment after experiment has been made, and it has been shewn beyond all question, that schools confined to the study of the three R's make less progress in these subjects in the same period of time, than those having a more liberal course of study. There is abundant proof that the soundest instruction in the essential branches is compatible with an extended course of instruction in other subjects. The plan outlined does not countenance the notion that a dry mechanical knowledge of any branch, is the thing to be sought after, but it does assume three important things:—First, that good teachers can so inform the minds of their pupils that these pupils shall be able readily to command their knowledge and set it forth; secondly, that competent men can be had to perform this work of fairly testing the knowledge possessed and valuing the knowledge exhibited by any given number of pupils; and thirdly, that the Central Authority shall watch with untiring vigilance the inception, growth, and maturing of the whole system. These assumptions are warantable ones, and are obviously involved in the provisions of the 11th Section of the Act.

The outline I have now given, indicates the general system of school work and supervision which must in a few years result from the operation of the Common Schools Act. I now return to the consideration of the pecuniary guarantees to teachers, in view of ill-health or old age, and which may be so grafted on the school system at this point as to contribute powerfully towards securing the permanent employment of the best teachers. I respectfully submit that the Board of Education should be empowered to annex to the terminal payments provided by Section 11, the following SPECIAL PECUNIARY GUARANTEES TO TEACHERS, *in the event of loss of health in the service or disability from old age*:

1. A School (or Department) passing in the first, second, or third rank, shall entitle the teacher to a yearly allowance from the Board of Education equal to the

following amount, per year, for every year of service performed under this guarantee :

MALES.		FEMALES.	
First Rank \$		First Rank \$	
Second Rank \$		Second Rank \$	
Third Rank \$		Third Rank \$	

Where the series of passes made includes different Ranks, the proportionate average amount affixed to these different Ranks shall form the yearly unit ; but when the whole series of inspections of a school (or schools) taught by any teacher shews less than seventy-five per cent. of passes in some Rank, there shall be no claim to the special pecuniary guarantee, until this per centage is restored.

2. Teachers who shall have taught for a period of at least five years, on an average, in each district in which he or she has been employed under this guarantee, and the whole series of inspections of whose schools shews seventy-five per cent. of passes in the First Rank, shall be entitled to receive a yearly allowance from the Board equal to the following amount per year, for every year of service performed hereunder : Male Teachers \$—, Female Teachers \$—.

It is specially to be observed that the Rank of the School has no legal connection with the Class of the Teacher, but is wholly dependent upon the QUALITY of the work professed by the School, under the operation of an Obligatory and Optional programme of instruction. This leaves ample room and verge for the recognition of every form of teaching ability, and affords no shelter for talented indolence.

It is my conviction that the suggestions offered include in essence, and must evolve in operation, a fulness of sound results far beyond what the first blush of the subject might disclose. I shall briefly attempt to put these suggestions to the test. And in doing so, I wish anew to direct attention to *what it is we are in search of*. It is this simply : the right education of the people of our Province,—not the right education of the few and the wrong education of the many, but a measure of the veritable thing itself for all. This is the aim, nothing more, or less, or else. Any proposition, come whence it may, that seeks incorporation into a school system, is to be condemned, if it can be shewn that its operation will not always and ever be a means to this end. But if it fairly passes this test, it is genuine, and all should unite for its incoming and welcome. Do, then, the two suggestions I have ventured to offer in behalf of a teaching profession in this Province, so touch the complex sources of School life as to evoke concurrently all the forces of the school organism in the spread of sound education ? I think a satisfactory reply to this crucial question may be rapidly outlined :

For the Province to demand specific qualifications as the basis of conferring authority to teach, involves the determination by the Province of the nature of these qualifications, the ensuring of suitable facilities for their attainment, and the careful examination by competent persons of all applicants for license. Thus, at one stroke, scholastic and professional preparation is quickened over the whole country, and quickened for all time.

Persons who are not capable of demonstrating a reasonable degree of fitness for the work of teaching will not seek to enter upon it, or seeking, will be debarred. Young men and young women of good parts observe that the Province has work for them to do,—work which she impressively declares to be of great moment, and which unqualified persons will not be commissioned to undertake ; and their sympathies are enlisted in this department of the public service.

There is ever being born into the community a host of true souls, such as real teachers are made of, who are ready to renounce the prospect of becoming wealthy, for the sake of doing service in a great and worthy cause. All that is needed is the public assurance that the material wants of themselves and theirs shall be provided for in a manner tolerably in keeping with the functions to be discharged. Let this class of persons once know that the Province is pledged to make public declaration of the quality of the teacher's work, and that those who do good work can devote their lives to it without being exposed to distress and want in their days of weakness and old age, and the Province will have their services in the school rooms of the land. And let me here remark that the special pecuniary guarantees which I have suggested, are not pay for the services done, but simply the removal of an obstacle which would have prevented the service being done; and the recognition of the importance and value of the service.

To keep the door of the profession wide open for the admission of the best talent of the country, and at the same time to keep another door open for the quiet withdrawal of those who from whatever cause, are not successful teachers, is a problem that must be solved before sound education can be widely diffused. But the careful classification of all teachers by the Province, and the periodic classification of their schools under the conditions and in the manner suggested, with the accompanying guarantees, would set the door of entrance wide open, render those happy who love the work, and ever motion the remainder towards the door of exit. And just here, by way of example, I wish to put a current proposition to the touchstone of this test. Both on this continent and in Europe a superannuated teachers' fund is thought to be a most desirable thing. In this opinion I fully concur, but not in the principle on which any fund known to me is administered. Take the Ontario fund, which illustrates a feature common to all that have come under my notice. Every teacher may pay in a certain trifling sum each year, and thereby become entitled, in the event of disability, to draw out annually a sum equal to \$6 a year for every year he has been employed. The Legislature of Ontario grants in aid of this fund some \$4,000 annually. Now, the benefits of this fund do not flow to the recipients as the recognition by the Province of the *excellence* of service rendered. The benefits are open to good, poor and indifferent teachers alike. Hence persons who lack the energy necessary to make a decent livelihood in other callings, discover that their country's forethought has met their needs exactly. The result is, they are powerfully drawn towards 'keeping school.' They can eke out the present as well at teaching, as at anything else; while the fund so thoughtfully created for the cloudy day ahead, begets in them a persistent continuance in the work. The shifts of which they are capable pass comprehension. Their existence in the profession drives many worthy persons out of it, and keeps more from entering it. These "specks in the garnered fruit" generate decay. Poor teachers multiply, and the school system is weighed down with them. This is the obvious tendency of a fund so administered, and unless powerfully counteracted must retard the spread of sound education among the people at large. But, unless I greatly mistake, the pecuniary guarantees I have suggested, meet the very case these superannuated funds were created to meet, and on principles which pass the test. These guarantees are for excellence of work,—excellence not of to-day, or of to-morrow, but throughout the entire period of service. *Those whose schools fail of being ranked at all, or of maintaining the minimum status, are not doing a tolerable measure of the educational work required. The publication of this fact by the Province withholding the pecuniary guarantees given to others, must result in stimulating such teachers to diligence and effort, or in causing them to make

room for better teachers. The migratory habits of teachers can also be effectively checked by the operation of these guarantees, so far as it is desirable to check them.

I think I have sufficiently indicated the far-reaching character of the simple suggestions I have offered, and shown their adaptation to the end in view. I am impressed with the thought that the administration of the entire school system of the Province should be regulated by a few fundamental principles within the comprehension of all, yet so gathering up into themselves every detail and directing the application of every force, that the operation of the system in every part shall unceasingly proclaim that the sole object sought is the widest diffusion of sound education.

It will be observed that the views now presented have an exclusive bearing upon our future Teachers. I see no way of creating and administering a general fund for the relief of teachers already disabled or who will soon be superannuated, which is not open to very grave objections. Several cases deserving of relief (one being that of a teacher who has faithfully taught upwards of forty years in New Brunswick), have been presented to the Board of Education during the past year. But the Board has no power to grant any aid. It appears to me that the most satisfactory mode of meeting the cases that now exist, and those which may arise before any such general plan as that which I have outlined could become operative, would be for the Legislature to empower the Board of Education to deal with each case on its merits, and to grant such relief as the Board may think deserved. No general provision, applicable alike to all cases, would be wise, since, I am bound to say, I have reason to believe there would be some applicants who are wholly undeserving of any aid. I trust this recommendation may be favorably considered by the Legislature.

POLICY IN REFERENCE TO SCHOOL DISTRICTS.

Much attention has been given to the adjustment of the boundaries of the several School Districts during the past year, especially in the Counties of King's, Charlotte, and York. Most of the local difficulties arising out of this matter have now been settled, and no effort will be spared to remove any existing grounds of complaint. Notwithstanding the difficulty attendant upon the division of the Province into small School Districts, I am decidedly of the opinion that this is the true plan to adopt at the introduction of a Free School System. The inequalities that exist between Districts are tolerably counterbalanced by the County Fund; while the whole matter of school accommodation is presented to each community in the most practicable way.

LOCAL EXERTION exclusively determines the amount of Provincial and County aid to be received by any District toward the maintenance of a school. This is the most powerful instrumentality that can be evoked, and under its influence a much more liberal educational provision will be made than could be attempted by any general authority. As soon, however, as houses are provided, and schools well established, it will be for the Board of Education *gradually* to enlarge the area of the Districts, until, in time, District and Parish lines shall be co-extensive. Of course, this must be the work of years, and the rapidity with which such aggregation of Districts into a single District shall take place; must depend upon the progress of the educational sentiment of the people. Some Counties will advance in this matter more rapidly than others. It was not till 1870 that Massachusetts was able to make all her School Districts co-extensive with her "Towns."

RESERVATION OF PUBLIC LANDS FOR EDUCATION.

I wish merely to call the attention of the Legislature to this subject. The length which this Report has already reached precludes any discussion of it. But it seems to me that the matter is worthy of much consideration, and that no time should be lost in determining the question. It is my conviction that no reservations should be made for merely local purposes, nor should they be vested in local parties. The public domain should, in this matter, be reserved in the interests of all the people of the Province, and vested in Provincial Trustees, perhaps in the Board of Education. The funds accruing from any such reservations should be applied in aid of Education generally, rather than in the particular District or Parish where such lands happen to lie. Provision would thus be made for the future, by which poor districts might be assisted in building. Such funds could also be properly applied in aid of school apparatus for all Schools. The requirements, moreover, of the Provincial Training School must ever increase with the progress of Education in New Brunswick, and the time will come when the Board of Education must take steps for the erection of a suite of buildings specially adapted to the wants of such an institution. These objects are evidently before us, and in view of the limited financial resources of the Province, it appears to me very desirable that provision be made in the manner suggested, in order that no arrestment, in future years, shall be placed upon the educational work upon which the Province has now entered.

AMENDMENT OF THE COMMON SCHOOLS ACT.

The Honorable Attorney General, and other Members of the Executive Council, are quite as familiar as myself with the instances in which difficulties have arisen, on account of slight imperfections in some of the details of the Act. It is desirable that these defects be remedied, and that any additional provisions which the year's experience has shewn to be necessary, be also included. The only suggestion I shall here offer is one with a view of protecting Districts from being deprived of the benefits of a Common School. In many Districts the rate-payers assembled at the annual meeting, have, perhaps by a majority of only one, prevented the opening of a District School. If any rate-payer prefers to send his children to a private School, this preference ought not to free him from the common obligation to support the public institutions of the Province, much less to impel him to deprive others of the advantages of such institutions. And yet this has been the result in many instances. Others having no children to educate, have used their influence and vote to prevent the organization of a school, that they might escape the local assessment. These combined causes have led the people in numbers of Districts to inflict great injury upon many persons who have cheerfully done all in their power to uphold the solemn enactments of the Legislature, and who have desired to discharge, in a loyal spirit, every obligation therein contemplated. It appears to me that when the Legislature has deliberately declared its purpose to establish a system of free education for all the people, and in pursuance of this object appropriates the public funds in aid of teachers' salaries, and provides for the compulsory rating of all the inhabitants of each County, it cannot properly permit the contravention of its purpose by the inhabitants of any School District. The people of each District can doubtless adjust their local requirements in respect of school accommodation better than the Legislature, but the power now reposed in the majority for this purpose has unhappily been used in some Districts to contravene the whole scope and design of the enactment of the Legislature.

Clearly, then, there is both a necessity for a remedy, and an obligation upon the Legislature to supply it. And I would respectfully suggest that it be enacted, that in cases where Districts fail to make the necessary provision for public school purposes, it shall be the duty of the Trustees to make an estimate of the amount required, and upon receiving the sanction of the County Inspector or the Board of Education, to levy and collect the same. In other words, that it be enacted that the rate-payers shall not have power to deprive the District of the privileges of a Common School.

I would call special attention to the brief Reports of the County Inspectors given in Appendix B. They form an important part of this Report, and will well repay a careful perusal. I do not, of course, hold myself responsible for any opinions expressed by the writers of the papers included in Part III of the Education Report.

I have the honor to be,

Your Excellency's obedient servant,

THEODORE H. RAND.

EDUCATION OFFICE, Fredericton.

PART II.

STATISTICAL TABLES.

TABLE A.—PART I.

Showing the number of Schools in operation ; Teachers, their Religious Denomination, Class, and Compensation ; as provided in the Short Term ended 31st December 1872, or the Closing Service, &c., under the Law of 1858.

ALBERT.

PARISHES.	Number of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	REL. DENOMINATION.							SEX, CLASS, &c.						Boarding round	COMPENSATION.						
											Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist	Trained -		Untrained	MALE.		FEMALE.		Total		Provincial	Local					
																Not reported	Congrega'tial		Single	Married	Single	Married									
Alma,	4	3	1	3	1	4	4	1	3	1	3	1	1	1	3	4	\$104	37	\$110	00											
Coverdale,	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	30	00	42	28										
Elgin,	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	66	04	93	70										
Harvey,	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	80	00	100	40										
Hillsborough,	9	4	5	9	6	3	1	2	9	2	1	2	2	2	5	9	9	280	40	293	60										
Hopewell,	4	4	4	4	3	1	...	...	4	2	1	3	1	...	1	4	4	126	24	161	82								
	24	7	17	23	1	12	12	1	2	24	2	...	3	6	18	...	21	3	3	6	4	3	3	9	1	24	1	\$687	05	\$801	80

CARLETON.

[illegible]

TABLE A.—PART I.—Continued.

KING'S.

PARISHES.	REL. DENOMINATION.										SEX, CLASS, &c.										TEACHERS.																																																																																																																																																																																																																																																																																																																																																																																																																																																				
	With Committees		Without Committees		With Black Boards		Without Black Boards		With Maps		Without Maps		With Globes		With Tablets		Authorized Books		Episcopalian		Rom. Catholic		Presbyterian		Methodist		Baptist		Congregationalist		Not reported		Trained		Untrained		MALE.						FEMALE.						Total		Boarding round		COMPENSATION.																																																																																																																																																																																																																																																																																																																																																																																																																				
	Number of Schools																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100	101	102	103	104	105	106	107	108	109	110	111	112	113	114	115	116	117	118	119	120	121	122	123	124	125	126	127	128	129	130	131	132	133	134	135	136	137	138	139	140	141	142	143	144	145	146	147	148	149	150	151	152	153	154	155	156	157	158	159	160	161	162	163	164	165	166	167	168	169	170	171	172	173	174	175	176	177	178	179	180	181	182	183	184	185	186	187	188	189	190	191	192	193	194	195	196	197	198	199	200	201	202	203	204	205	206	207	208	209	210	211	212	213	214	215	216	217	218	219	220	221	222	223	224	225	226	227	228	229	230	231	232	233	234	235	236	237	238	239	240	241	242	243	244	245	246	247	248	249	250	251	252	253	254	255	256	257	258	259	260	261	262	263	264	265	266	267	268	269	270	271	272	273	274	275	276	277	278	279	280	281	282	283	284	285	286	287	288	289	290	291	292	293	294	295	296	297	298	299	300	301	302	303	304	305	306	307	308	309	310	311	312	313	314	315	316	317	318	319	320	321	322	323	324	325	326	327	328	329	330	331	332	333	334	335	336	337	338	339	340	341	342	343	344	345	346	347	348	349	350	351	352	353	354	355	356	357	358	359	360	361	362	363	364	365	366	367	368	369	370	371	372	373	374	375	376	377	378	379	380	381	382	383	384	385	386	387	388	389	390	391	392	393	394	395	396	397	398	399	400	401	402	403	404	405	406	407	408	409	410	411	412	413	414	415	416	417	418	419	420	421	422	423	424	425	426	427	428	429	430	431	432	433	434	435	436	437	438	439	440	441	442	443	444	445	446	447	448	449	450	451	452	453	454	455	456	457

NORTHUMBERLAND.

	3	2	1	3	...	2	1	...	3	1	1	1	...	3	...	1	...	3	...	\$70 00	\$93 83
Alnwick,	3	2	1	3	...	2	1	...	5	...	1	...	...	3	...	1	...	3	...	1	101 45
Blackville,	5	...	5	3	2	2	3	...	5	...	4	1	...	2	...	1	...	5	...	1	124 45
Blissfield,	3	...	3	1	2	1	2	...	3	1	1	...	1	...	...	...	3	...	8	...	71 25
Chatham,	10	5	5	9	1	6	4	...	10	1	3	4	2	...	2	...	4	2	6	2	258 00
Derby,	3	3	3	3	...	3	...	...	3	1	1	...	1	...	...	...	1	2	3	...	89 50
Glenelg,	9	7	2	5	4	4	5	...	9	...	5	4	...	9	...	1	...	3	5	8	189 12
Hardwicke,	4	1	3	3	1	...	4	...	4	1	1	2	...	4	...	...	1	1	...	3	69 37
Ludlow,	2	...	2	2	...	2	2	...	2	...	...	...	2	...	1	...	1	...	1	...	55 00

Nelson,	5	5	4	1	8	2	...	5	1	8	1	...	4	1	...	1	2	2	1	...	1	1	2	...	5	...	96	25	128	10				
Newcastle,	7	8	4	4	3	8	4	...	7	...	2	6	1	...	...	2	1	4	2	1	1	4	...	5	...	320	00	488	00			
Northesk,	5	2	8	8	2	8	2	...	5	1	2	2	...	...	...	1	1	2	...	...	2	1	3	...	5	2	128	96	155	13
-	56	25	31	40	16	26	80	...	56	7	23	21	8	4	...	5	1	7	4	8	7	12	7	6	19	14	37	2	58	10	\$1881	40	\$1703	46

QUEEN'S.

Brunswick,	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	...	\$38 75	\$39 37			
Cambridge,	9	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	2	7	...	315 00	412 33			
Canning,	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	...	.62 70	67 00		
Chipman,	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	1	1	2	...	53 33	80 00				
Gagetown,	4	2	2	8	1	2	2	4	2	2	8	1	2	2	4	2	2	8	1	2	2	4	2	2	8	...	28 07	149 00				
Hampstead,	6	3	3	5	1	4	2	6	2	3	5	1	4	2	6	2	3	5	1	4	2	6	2	3	5	...	211 25	243 75				
Johnston,	6	6	...	3	3	3	3	6	1	...	3	3	3	3	6	1	...	3	3	3	3	6	1	...	3	...	124 16	142 45				
Petersville,	9	4	5	5	4	4	5	9	5	2	1	...	1	...	9	...	3	1	2	1	5	2	1	...	1	...	321 88	344 18				
Waterborough,	3	1	2	2	1	2	1	3	...	1	1	...	1	...	3	...	2	...	1	...	2	1	...	1	...	3	1	130 06	163 75			
Wickham,	3	2	1	3	...	2	1	1	1	...	1	...	3	1	1	...	1	...	1	...	1	...	3	113 13	182 16			
	45	27	18	33	12	26	19	...	45	11	3	6	2	21	...	2	44	1	6	9	6	9	12	8	10	6	23	1	45	19	\$1492 33	\$18:3 99

RESTIGOUCHE.

[illegible]

SAINT JOHN.

Lancaster,.....	13	7	6	12	1	8	5	1	1	13	3	5	3	1	1	...	10	3	2	4	2	3	6	1	1	3	5	...	13	...	\$454	16	\$630	65	
Portland,.....	28	1	27	25	3	19	9	1	4	28	10	7	8	1	7	...	1	28	1	4	9	1	4	10	2	10	5	14	1	29	...	802	50	1290	02
St. John, No. 1,....	43	...	43	37	6	34	9	9	12	43	24	8	9	7	9	...	2	49	10	18	3	2	9	9	24	15	3	39	2	59	...	1678	12	8018	84
St. John, No. 2,....	11	2	9	9	1	8	3	1	2	11	3	3	3	2	1	...	...	10	2	4	...	...	4	3	3	2	6	2	12	...	395	00	505	05	
St. Martins,.....	7	2	5	5	2	4	3	...	...	7	2	1	1	...	3	...	...	6	1	...	1	1	...	1	3	2	6	...	7	1	152	70	186	15	
Simonds,.....	11	6	5	4	7	4	7	...	...	11	2	7	...	1	1	...	...	10	1	...	4	1	3	2	2	1	3	5	1	11	2	295	83	335	80
.....	113	18	95	92	21	77	86	12	19	113	44	31	19	12	22	...	3	113	18	23	20	7	20	30	33	33	18	75	6	131	3	\$3778	41	\$5966	01

SUNBURY.

TABLE A.—PART I.—Continued.

PARISHES.	REL. DENOMINATION.										SEX, CLASS, &c.										COMPENSATION.			
	Trained										Untrained										Boarding round	Total		
	Authorized Books										Not reported													
	With Committees										Congregationalist													
	Without Committees										Episcopalian													
PARISHES.	With Committees										Roman Catholic										Provincial	Local		
	Without Maps										Presbyterian													
	With Maps										Methodist													
	Without Maps										Baptist													
	With Globes										Male													
PARISHES.	With Tablets										Female													
	Without Maps										Single													
	With Maps										Married													
	Without Maps										Single													
	With Globes										Married													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees										Single													
	Without Committees										Married													
	With Committees										Single													
PARISHES.	With Committees										Male													
	Without Committees										Female													
	With Committees																							

ABSTRACT TABLE A.—PART I.—For the three months closing 31st December, 1872.

COUNTIES.	TEACHERS.																	COMPENSATION.																		
	No. of Parishes	No. of Schools	With Committees	Without Committees	With Black Boards	Without Black Boards	With Maps	Without Maps	With Globes	With Tablets	Authorized Books	RELIGIOUS DENOMINATION.								Total Teachers	Boarding round															
												SEX, CLASS, &c.																								
												MALE.				FEMALE.																				
												Untrained	Single	Married	Total	Single	Married	Total	Single			Married	Total													
Albert.....	6	24	7	17	23	1	12	12	1	2	24	2	..	3	6	13	..	21	3	3	6	5	8	6	14	4	3	3	9	1	10	24	1	\$687 05	\$801 80	
Carleton.....	11	52	28	24	41	11	28	24	2	1	52	9	4	8	11	18	..	2	41	11	8	5	8	6	15	21	14	12	5	24	7	31	52	3	1,499 85	1,896 81
Charlotte.....	12	50	23	27	44	6	25	25	..	..	50	10	11	10	7	9	1	2	39	11	6	12	5	12	11	23	12	8	7	24	3	27	50	13	1,472 00	2,643 95
Gloucester.....	7	28	9	19	21	7	12	16	1	..	28	1	19	4	2	1	..	1	13	15	4	2	9	7	8	15	2	3	8	12	13	28	3	769 56	1,185 10	
Kent.....	7	44	24	20	30	14	12	32	..	..	44	1	28	14	..	..	..	1	34	10	1	7	9	9	8	17	4	10	15	27	..	27	44	14	1,142 16	1,483 12
King's.....	12	62	41	21	58	4	42	20	1	4	62	25	3	6	12	16	..	1	61	2	9	12	4	13	12	25	15	8	15	38	..	38	63	14	2,327 03	2,637 87
Northumberland..	11	56	25	31	40	16	26	30	..	..	56	7	23	21	3	4	..	..	51	7	4	8	7	12	7	19	6	19	14	37	2	39	56	10	1,381 40	1,703 46
Queen's.....	10	45	27	18	33	12	29	16	..	..	45	11	3	6	2	21	..	2	44	1	6	9	6	9	12	21	8	10	6	23	1	24	45	19	1,492 33	1,823 99
Restigouche.....	4	9	6	3	7	2	5	4	..	..	9	..	1	5	..	..	..	3	4	5	2	..	2	3	1	4	..	3	2	5	..	5	9	..	257 38	275 75
Saint John.....	6	113	18	95	92	21	77	36	12	19	113	44	31	19	12	22	..	2	113	17	23	20	7	20	30	50	30	32	18	75	5	80	130	3	3,778 31	5,996 01
Sunbury.....	5	12	5	7	5	7	4	8	1	12	4	1	3	..	4	..	..	..	9	3	1	3	2	4	2	6	..	1	4	6	..	6	12	3	359 97	456 50
Victoria.....	9	27	5	22	18	9	9	18	..	1	27	2	22	..	1	2	..	..	6	21	4	2	5	7	4	11	1	..	15	16	..	16	27	7	728 85	881 31
Westmorland.....	7	50	14	36	42	8	22	25	2	9	50	5	18	6	9	9	..	7	40	14	4	11	14	14	15	29	13	4	8	22	3	25	54	1	1,768 29	2,218 51
York.....	11	57	18	39	39	18	28	29	4	1	57	14	4	6	10	19	1	4	44	14	10	9	7	10	16	26	9	10	13	29	3	32	58	10	1,624 19	2,042 27
	118	629	250	379	493	136	331	298	24	38	629	135	168	111	75	136	2	25	520	134	85	106	80	134	147	261	119	123	131	347	26	373	654	101	\$19,288 37	\$28,018 45

GEO. THOMPSON, Clerk or Ass't. S.

Education Office, December, 1872.

TABLE A.---PART II.

Showing the Number of Pupils, Male and Female; the Number in the various Branches of Instruction; School Houses, their condition, &c. during the Short Term of 3 months ended the 31st December 1871, or the Closing Service under the Law of 1858.

ALBERT.

PARISHES.	Whole number on Register	MALE.		FEMALE.		NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.												SCHOOL HOUSES.										
						Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needwork	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Build- ing.		State of repair.				
		Under 16	Over 16	Under 16	Over 16																	Frame	Log	Good	Middling	Inferior		
Alma,	119	61	2	52	4	53	121	120	89	85	8	23	13	7	4	...	...	...	...	...	...	4	...	1	2	1	4	...
Coverdale,	23	8	3	12	0	13	23	23	16	16	...	11	7	9	...	...	...	...	...	...	...	1	...	1	1	1	1	...
Elgin,	60	28	4	27	1	43	60	58	50	50	7	9	9	8	3	...	...	...	...	...	...	3	...	1	1	1	2	1
Harvey,	75	40	1	32	2	42	73	70	57	55	...	33	31	16	2	4	...	...	...	2	...	3	...	1	1	1	2	1
Hillsborough,	242	113	12	110	7	131	236	230	214	212	2	80	65	49	1	4	2	...	...	4	...	9	...	4	5	...	6	3
Hopewell,	135	73	2	57	3	73	132	131	115	114	...	55	37	19	1	...	...	...	...	...	1	4	...	...	1	3	3	1
	654	323	24	290	17	361	645	632	541	532	17	211	162	108	11	8	2	...	...	6	1	24	...	7	11	6	17	7

CARLETON.

Brighton,	46	26	2	17	1	32	46	44	36	36	...	24	11	11	...	...	...	...	...	...	...	2	...	2	...	...	2
Kent,	100	36	3	58	8	59	99	98	98	95	12	18	16	7	...	...	...	...	...	...	...	4	...	2	2	...	1
Northampton,	94	42	3	48	6	59	93	90	70	71	8	27	44	23	...	...	...	...	...	...	...	4	...	2	2	...	2
Peel,	55	22	...	29	4	28	54	49	41	40	3	19	7	4	...	...	...	...	...	...	...	2	...	1	...	1	1
Richmond,	263	140	10	98	15	137	260	258	197	198	...	75	102	53	...	3	2	...	...	...	...	8	...	2	6	...	2
Simonds,	70	28	1	41	...	42	70	68	47	53	...	19	15	2	...	...	...	...	...	...	...	5	...	1	2	...	3
Wakefield,	223	91	10	110	12	126	212	210	198	196	...	95	95	65	4	3	7	3	...	3	7	8	...	4	4	...	7
Wicflow,	166	67	...	94	6	102	157	155	132	130	8	30	49	36	...	...	...	...	...	...	...	5	...	2	3	...	5
Wilmot,	78	37	3	37	1	61	75	75	43	43	...	15	19	6	...	...	...	...	...	...	...	3	...	1	1	1	2
Woodstock,	308	177	5	122	4	231	298	295	214	212	62	89	109	63	7	...	...	...	...	...	...	3	...	8	3	2	6
	1408	666	37	649	51	877	1364	1342	1076	1073	93	461	467	270	11	6	9	3	...	3	88	52	...	25	23	4	35

TABLE A.—PART II.—Continued.

CHARLOTTE.

PARISHES.	PUPILS.										SCHOOL HOUSES.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
	MALE				FEMALE				NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																													
	Under 16		Over 16		Under 16		Over 16		Average attendance	Spelling	Reading	Writing	Arithmetic	Common Needwork	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Build- ing.			State of repair.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	Under 16	Over 16	Under 16	Over 16	Under 16	Over 16	Frame	Log																	Good	Middling	Inferior	Public	Private																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																									
Campo Bello,	89	23	1	15	22	39	29	29	29	28	28	7	5	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	28	

GLOUCESTER.

Bathurst,	360	209	2	138	11	194	352	347	242	242	242	...	99	85	15	15	5	1	...	...	...	4	13	6	3	5	1	7	2	...	
Beresford,	177	82	2	98	...	117	169	169	138	135	135	...	48	41	2	14	...	...	...	...	...	...	...	5	1	2	4	...	6	...	
Caracuet,	73	46	...	27	...	36	72	70	41	40	40	...	11	7	2	...	...	...	...	...	...	...	4	3	...	1	1	1	3	...	
Inkerman,	53	28	...	25	...	36	53	50	33	33	33	...	...	1	...	...	...	...	...	...	...	...	...	3	...	1	...	2	2	1	...
New Bandon,	145	79	...	66	...	65	138	135	118	115	115	4	22	15	1	...	...	...	...	...	...	...	...	4	...	2	2	...	3	1	...
Saunarez,	32	20	1	11	...	16	32	32	24	15	15	...	11	10	1	...	...	...	...	...	...	...	...	1	...	...	...	1	...	1	...
Shippegan,	42	21	4	17	...	25	40	40	30	16	2	...	1	1	...	1	...	1	...
	882	485	9	377	11	489	858	848	626	596	4	192	159	21	29	5	1	4	22	24	4	10	13	5	22	6	...

TABLE A.—PART II.—Continued.

NORTHUMBERLAND.—Continued.

PARISHES.	PUPILS.										SCHOOL HOUSES.																		
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Build- ing	State of repair																	
	Whole number on Register	MALE		FEMALE		Average attendance	Spelling	Reading	Writing	Arithmetic		Common Needwork	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other branches	Frame	Log	Good	Middling	Inferior	Public	Private
		Under 16	Over 16	Under 16	Over 16																								
Nelson,	159	84	4	60	11	74	147	140	109	108	7	55	25	23	...	1	2	...	...	...	...	...	5	3	1	1	5	...	
Newcastle,	365	221	6	134	4	250	357	354	296	295	40	159	143	39	4	9	9	...	10	15	7	...	2	3	2	6	1	...	
Norfolk,	114	61	4	49	...	62	108	107	91	92	21	16	16	...	...	...	...	...	...	...	...	3	2	0	2	3	5	...	
	1638	837	22	748	81	978	1557	1526	1342	1328	156	476	367	114	8	17	13	...	12	18	51	5	21	22	13	40	16	...	
QUEEN'S.																													
Brunswick,	30	12	6	9	3	12	30	30	30	29	...	17	8	13	3	...	...	...	...	...	...	...	1	...	...	1	...	...	...
Cambridge,	264	131	20	100	13	146	260	254	203	201	...	99	98	53	9	...	...	...	...	...	...	9	...	2	4	3	8	1	...
Canning,	37	21	...	16	...	25	36	36	21	21	...	22	10	8	...	...	...	...	...	...	...	2	...	2	...	...	1	1	...
Chipman,	63	25	...	38	...	30	63	60	47	47	16	19	10	3	...	...	...	...	...	...	...	2	...	1	1	...	1	...	...
Gagetown,	75	31	4	40	...	43	72	70	62	62	8	41	24	19	2	1	2	2	1	...	...	4	...	1	1	2	4	...	...
Hampstead,	164	79	3	79	3	80	160	151	125	120	8	52	44	22	1	...	4	...	...	...	...	6	...	3	2	1	5	1	...
Johnston,	141	75	6	60	...	76	135	130	118	115	37	46	50	33	...	...	...	...	...	...	...	6	...	3	2	1	6	...	...
Petersville,	245	129	7	104	5	124	235	230	196	185	...	57	51	52	3	3	2	1	1	5	...	9	...	3	5	1	6	3	...
Waterborough,	73	36	10	25	2	44	70	70	61	61	6	21	15	16	7	1	...	...	...	...	...	3	...	3	...	...	2	1	...
Wickham,	92	47	2	42	1	43	91	91	74	72	...	31	32	17	...	...	...	...	...	...	4	2	1	...	1	2	2	1	...
	1184	586	58	513	27	623	1132	1122	937	913	75	405	341	226	25	5	8	3	2	6	4	44	1	16	19	10	35	10	...
RESTIGOUCHE.																													
Addington,	55	24	2	29	...	39	40	40	40	35	...	20	20	8	...	1	...	...	...	...	...	1	...	...	...	...	1	...	...
Colborne,	127	59	3	60	5	68	125	121	96	95	6	14	7	...	...	...	...	...	...	...	...	4	1	2	2	1	3	2	...
Dalhousie,	39	21	...	18	...	20	39	38	37	33	...	17	14	11	...	...	...	...	...	...	...	1	...	1	...	...	1	...	...
Durham,	45	15	1	28	1	24	40	40	14	14	...	6	6	7	...	...	...	...	...	...	...	2	...	...	...	...	1	...	...
	266	119	6	135	6	151	244	239	187	177	6	57	47	20	...	1	...	...	...	...	...	8	1	4	3	2	5	4	...

SAINT JOHN.

Lancaster,.....	554	298	6	242	8	301	525	510	384	381	23	153	160	102	4	1	9	10	...	9	15	13	...	10	3	...	8	5	
Portland,.....	1025	559	2	459	5	701	994	972	792	771	97	334	311	163	12	6	...	...	...	1	18	28	...	20	8	...	6	22
St. John, No. 1,...	2184	1282	76	786	40	1489	2129	2081	1781	1655	444	1224	1201	87	73	39	1	...	5	60	167	43	...	37	6	...	6	37	
St. John, No. 2,...	547	290	4	250	3	352	534	525	475	470	98	187	178	130	8	15	2	...	...	15	81	11	...	6	5	...	2	9
St. Martins,.....	169	93	...	76	...	101	165	161	141	135	22	57	65	50	2	2	...	...	...	...	...	7	...	3	2	2	4	3
Simonds,.....	259	130	...	125	4	150	209	200	195	175	26	52	50	25	...	...	...	...	...	...	...	11	...	5	4	2	7	4
	4738	2652	88	1938	60	3094	4556	4449	3768	3587	710	2007	1965	557	94	54	12	10	...	5	85	281	113	...	81	28	4	33	80

SUNBURY.

Blissville,.....	60	35	1	24	...	31	56	56	45	40	...	15	9	9	...	...	...	...	...	...	...	2	1	2	1	...	3	...	
Burton,.....	44	30	...	14	...	30	44	44	38	37	17	16	14	14	6	...	...	...	...	...	...	10	2	...	1	1	...	1	1
Lincoln,.....	78	88	2	36	2	46	71	70	61	58	9	20	27	18	...	...	...	...	...	...	...	4	...	1	2	1	4	...	
Mangerville,.....	62	25	1	31	5	38	62	62	54	54	...	30	22	22	6	2	5	...	...	7	7	2	...	1	1	...	2	...	
Northfield,.....	30	15	...	15	...	22	30	30	20	20	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	1	...
	274	143	4	120	7	167	263	262	218	209	26	81	72	63	12	2	5	...	...	7	17	11	1	6	5	1	11	1	1

VICTORIA.

Andover,.....	87	39	3	40	5	61	86	85	79	75	...	56	39	28	...	4	1	1	...	4	...	3	...	2	1	...	2	1
Drummond,.....	20	10	...	10	...	12	15	15	10	10	...	...	...	...	...	...	...	...	...	...	...	1	...	1	...	1	...	1
Grand Falls,.....	52	29	...	22	1	36	52	52	30	30	9	13	10	5	...	...	...	...	...	...	2	...	...	...	1	1	1	1
Gordon,.....	46	21	3	21	1	31	46	45	39	38	...	19	19	14	...	8	...	...	...	6	...	1	...	...	1	1	1	1
Madawaska,.....	98	44	3	46	5	71	95	90	61	61	...	17	11	3	...	...	...	...	...	...	...	2	3	4	...	1	3	2
Perth,.....	40	18	4	16	2	30	40	40	27	20	...	1	20	...	...	...	...	...	...	...	...	1	...	1	...	1	1	2
St. Basil,.....	58	27	...	31	...	37	57	36	21	20	...	...	3	1	...	...	...	...	...	...	...	1	2	...	2	1	1	2
St. Francis,.....	128	46	2	76	4	94	120	118	86	82	8	36	30	6	6	6	4	1	...	...	4	4	6	2	...	4	2	2
St. Leonard,.....	65	31	...	34	...	47	56	56	38	38	...	9	10	4	...	...	...	...	...	...	1	2	1	1	1	1	3	...
	594	265	15	296	18	419	567	537	391	374	17	151	142	61	6	18	5	2	...	10	...	16	11	14	9	4	17	10

WESTMORLAND.

Botsford,.....	171	89	7	75	0	86	167	164	128	125	...	21	12	8	1	...	...	...	...	...	...	6	...	1	3	2	5	1
Dorchester,.....	389	169	6	197	17	245	366	361	301	295	60	112	123	6	4	10	...	...	...	9	...	14	11	...	2	5	4	8
Moncton,.....	317	164	4	140	9	211	304	295	270	249	49	118	109	37	2	2	6	...	...	4	...	8	...	4	2	2	2	6
Sackville,.....	135	69	3	61	2	67	129	128	101	100	3	50	46	20	...	...	...	...	...	...	...	4	...	1	2	1	2	2

TABLE A.—PART II.—Continued.

WESTMORLAND.—Continued.

PARISHES.	PUPILS.										SCHOOL HOUSES.																				
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										Other branches	Algebra	Navigation	L. Surveying	Mensuration	Geometry	Bookkeeping	History	Geography	Grammar	Common Needlework	Arithmetic	Writing	Reading	Spelling	Average attendance	MALE		FEMALE		Whole number on Register
	Under 16	Over 16	Under 16	Over 16																											
					Build- ing.	State of repair.																									
	Frame	Log	Good	Middling	Inferior	Public	Private																								
Salisbury,	222	110	6	96	10	115	214	209	177	165	...	91	97	23	10	3	...	...	...	...	...	...	...	7	...	3	2	2	3	4
Shediac,	293	157	10	125	1	153	271	270	200	195	10	25	17	11	5	2	2	2	2	2	2	2	..	10	...	8	1	1	6	4	
Westmorland,	98	50	2	42	4	57	91	90	83	78	...	35	20	20	4	1	...	...	...	...	...	...	..	4	...	1	2	1	3	1
	1625	808	38	736	43	947	1542	1517	1260	1207	122	452	426	120	26	18	10	2	2	15	14	50	...	20	17	13	29	21			

YORK.

Bright,.....	143	73	1	66	3	77	135	134	106	104	6	48	40	31	..	..	..	..	..	..	..	1	6	6	1	1	1	3	1	6	..
Canterbury,.....	110	56	1	50	3	58	101	100	62	60	13	25	20	10	..	..	..	..	..	..	..	..	4	..	2	1	1	1	3	6	2
Douglas,.....	208	111	7	80	10	115	198	195	157	154	6	43	47	30	2	2	4	..	..	2	8	7	7	1	2	3	3	2	..	..	..
Dumfries,.....	39	27	..	12	..	29	36	36	25	26	18	18	18	6	..	..	..	..	..	..	..	1	1	1	..	2	..	2	..	..	..
Fredericton,.....	435	248	2	175	10	296	417	401	370	354	67	125	120	67	5	1	..	..	..	..	26	14	..	10	3	1	..	14	..	..	..
Manners-Sutton,.....	165	74	3	75	13	93	160	156	100	99	23	38	27	22	..	..	..	..	..	1	1	5	..	3	2	..	4	1	..	..	..
Prince William,.....	125	60	4	60	1	72	120	118	91	90	16	41	40	24	1	..	..	..	..	..	20	4	..	1	3	..	4	..	..	..	..
Queensbury,.....	100	43	10	39	8	54	92	92	75	76	..	33	29	25	16	4	..	..	..	3	..	..	4	..	1	1	3	4	..	..	..
St. Mary's,.....	163	100	..	54	9	94	139	137	125	124	16	69	60	18	..	1	..	..	..	5	12	..	6	..	2	3	1	4	2	..	..
Southampton,.....	35	16	1	16	2	18	32	32	29	28	..	8	9	5	..	..	..	..	..	..	..	2	2	..	1	1	..	2	..	..	..
Stanley,.....	37	22	2	13	..	21	37	37	30	9	..	4	2	4	..	..	..	..	..	..	..	..	1	1	1	..	1	..	2	..	..
	1560	830	31	640	59	927	1477	1439	1170	1128	164	456	412	242	24	8	4	..	..	11	68	54	3	27	20	10	37	20			

Education Office, December, 1872.

GEO. THOMPSON, Clerk or Ass't. S.

ABSTRACT TABLE A.—PART II.—For the three months closing 31st December, 1871.

COUNTIES.	PUPILS.										SCHOOL HOUSES.																		
	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION.										No. of Schools	MALES.		FEMALES.		Average attendance	Build- ing.												
	Under 16		Over 16		Whole Number on the Register	Spelling	Reading	Writing.	Arithmetic	Common Needlework		Grammar	Geography	History	Bookkeeping		Geometry	Mensuration	L. Surveying	Navigation	Algebra	Other	Frame	Log	Good	Middling	Inferior	Public	Private
	Under 16	Over 16	Under 16	Over 16																									
Albert.....	24	665	323	24	290	16	361	645	432	541	532	17	211	162	108	11	8	2	..	..	6	1	24	..	7	11	6	17	7
Carlton.....	52	1,403	660	37	649	51	877	1,364	1,342	1,076	1,073	93	401	467	270	11	6	9	3	..	3	38	52	..	23	23	4	35	17
Charlotte.....	50	1,815	941	35	804	85	1,099	1,706	1,674	1,365	1,338	145	441	606	298	24	14	10	..	1	31	47	49	1	27	13	10	34	16
Gloucester.....	28	882	455	9	377	11	489	858	843	626	596	4	192	153	21	29	5	1	..	4	22	24	4	10	13	5	22	6	6
Kent.....	44	1,199	602	6	563	28	647	1,136	1,122	901	590	78	217	186	147	..	3	3	..	3	45	43	1	17	18	9	33	11	11
King's.....	62	1,663	842	69	693	59	922	1,638	1,610	1,512	1,476	130	634	593	381	22	41	16	5	..	9	33	61	1	23	24	15	56	6
Northumberland.	56	1,638	837	22	748	31	978	1,557	1,526	1,342	1,328	156	476	367	114	8	17	13	..	..	12	18	51	5	21	22	13	40	16
Queen's.....	45	1,184	586	58	513	27	623	1,132	1,122	937	913	75	405	341	226	25	5	8	3	2	6	4	44	1	16	19	10	35	10
Restigouche....	9	266	119	6	135	6	151	244	239	187	177	6	57	47	26	..	1	..	..	..	..	..	5	1	4	3	2	5	4
Saint John.....	113	4,738	2,652	88	1,938	60	3,084	4,556	4,449	3,768	3,587	710	2,007	1,965	557	91	54	12	10	5	85	281	113	..	81	28	4	33	89
Sunbury.....	12	274	143	4	120	7	167	263	262	218	209	26	81	72	63	12	9	5	..	..	7	17	11	1	6	5	1	11	1
Victoria.....	27	594	265	15	286	18	419	567	537	391	374	17	151	142	61	18	5	2	..	..	10	..	16	11	14	9	4	17	10
Westmorland....	50	1,625	808	38	736	43	947	1,542	1,517	1,260	1,207	122	452	426	120	26	18	10	2	2	15	14	50	..	20	17	13	29	21
York.....	57	1,560	830	31	640	59	927	1,477	1,439	1,170	1,128	164	456	412	242	24	8	4	..	..	11	68	54	3	27	20	10	37	20
	629	19,506	10,099	442	8,512	453	11,701	18,087	18,114	15,291	14,823	1,743	6,241	5,947	2,634	314	187	95	23	10	302	589	600	29	296	223	106	404	323

GEO. THOMPSON, Clerk or Ass't. S.

Education Office, December, 1872.

SUPERIOR SCHOOLS, AS EMBODIED IN TABLE A, PARTS I. & II.

LOCALITY.		TEACHERS.										COMPENSATION.	
COUNTY.	PARISH.	NAMES.	Native of	RELIG. DENOM.					Trained or exam'd Time in months	Provincial	Local		
				Episcopalian	Rom. Catholic	Presbyterian	Methodist	Baptist				Not reported	
Albert.....	Hillsboro'.....	Bamford W. Duffy,	N B	..	..	..	1	..	T 3	\$75 00	\$75 00
Carleton.....	Richmond	Ivory Kilburn,	do.	..	..	1	..	..	T 3	75 00	75 00
	Wakefield	W. W. B. Anderson, ...	do.	..	..	1	..	..	T 2	50 00	50 00
	Woodstock.....	William M'Intosh,	S	..	..	1	..	..	T 3	75 00	75 00
Charlotte.....	St Andrews....	David B. White,	S	..	..	1	..	..	T 3	75 00	81 00
Gloucester....	Bathurst	L. E. Wortman, A. B....	N B	..	..	..	1	..	X 4½	112 50	112 50
Kent.....	Richibucto.....	Geo. Alfred Coates,	do.	..	..	1	..	..	T 3	75 00	78 00
King's.....	Hampton.....	George A. Inch,	do.	..	..	1	..	..	T 3	75 00	80 00
	Kingston	David P. Wetmore,	do.	1	..	..	..	..	T 3	54 82	54 82
	Norton	C. B. Trueman, A. B....	do.	..	..	1	..	..	T 6	150 00	150 00
	Sussex	S. C. Wilbur, A. R.....	do.	..	..	..	1	..	T 8½	217 50	298 00
		C. Raymond, Ass't.....		..	..	..	..	..	8½	75 20	
Northumberl'd	Newcastle.....	John Sivewright,	do.	..	..	1	..	..	X 3	75 00	120 00
		C. Alexander, Ass't....		..	..	..	..	..	T 3	27 50	
Queen's.....	Hampstead.....	D. George Bennet,	do.	..	..	1	..	..	T 2½	56 25	56 25
Restigouche..	Addington.....	E. H. M'Alpine, A.B....	do.	..	..	..	..	1	X 3	75 00	75 00
Saint John...	Lancaster	M. A. Wall,	do.	1	..	..	..	..	T 3	75 00	75 00
	Portland.....	Robert Aitkin,	S	..	..	1	..	..	T 3	75 00	85 00
	St. John No. 1...	Thos. W. Lee, A. B....	N B	1	..	..	..	..	X 3	75 00	150 00
	St. John No. 2...	John Montgomery,	I	..	..	1	..	..	T 3	75 00	80 00
Sunbury.....	Maugerville....	George Stewart,	I	..	..	1	..	..	T 3½	87 50	90 00
Victoria.....	Andover.....	George T. Baird,	N B	1	..	..	..	..	T 2½	68 75	72 50
	Gordon.....	Fred. W. Watson,	do.	..	..	..	..	1	T 3	75 00	75 00
Westmorland,	Dorchester.....	E. V. Tait,	do.	1	..	..	..	..	T 3	75 00	112 10
		G. Morrison, Ass't,....		..	..	..	..	..	3	27 50	
	Moncton	James G. M'Curdy,	do.	..	..	1	..	..	T 3	75 00	120 00
		M. M'Carthy, } Ass'ts.		..	..	..	..	..	3	27 50	
		C. Trenholm, }		..	..	..	..	..	3	17 50	
	Shediac.....	Wm. A. Barnes,	do.	1	..	..	..	..	T 3	75 00	100 00
Salisbury.....	Geo. E. Baxter,	do.	..	..	..	..	1	T 3	75 00	75 00	
York.....	Douglas	Geo. D. Carter,	do.	..	..	..	1	..	T 2½	65 00	65 00
	St. Mary's	D. H. Burbidge, A.M....	N S	..	..	..	1	..	T 4	100 00	100 00
				6	11	3	5	2	...	\$2412 52	\$2680 17		

NOTE.—Beside the number of Pupils in the Branches specifically set

EDUCATION OFFICE, Fredericton, December 1872.

FOR THE SHORT PERIOD FROM 1st OCT. TO 31st DEC. 1871.

PUPILS.																								APPARATUS			
Number on the Registers	MALE		FEMALE		Av'g. attendance	NUMBER IN THE VARIOUS BRANCHES OF INSTRUCTION																	Other	Black Boards	Maps	Globes	Tablets
	Under 16	Over 16	Under 16	Over 16		Spelling	Reading	Writing	Arithmetic	Grammar	Geography	History	Bookkeeping	Geometry	Mensuration	Land Survey'g	Navigation	Algebra									
42	16	2	19	3	24	42	42	42	37	17	14	13	1	3	2	..	..	4	..	1	1	..	1		
50	23	..	24	3	26	50	50	46	41	28	40	23	..	3	2	..	..	..	23	1	1	..	..		
24	14	1	13	1	17	29	29	24	24	20	14	8	2	3	3	..	..	1	3	1	1	1	1		
34	16	3	12	3	25	34	34	32	29	12	31	9	3	..	..	..	..	3	..	1	1	1	..
65	33	6	18	8	50	65	65	52	58	43	51	19	6	..	1	..	..	9	..	1	1	..	..		
57	33	..	24	..	37	57	57	44	44	21	23	13	1	1	1	..	..	4	..	1	1	1	..		
41	25	1	15	..	26	41	41	33	33	21	16	18	..	3	3	..	..	3	..	1	1	..	..		
38	28	..	10	..	23	38	38	35	35	24	21	..	..	7	2	..	..	1	..	1	1	1	1
35	19	2	13	1	25	35	35	34	34	20	20	9	4	3	5	5	..	..	..	1	1	..	1	
33	25	2	5	1	15	32	32	31	32	27	25	11	..	7	..	1	..	7	..	1	1	..	..		
69	30	6	25	8	34	62	66	53	53	43	43	35	..	12	4	..	..	..	9	1	1	..	1	
86	56	1	29	..	55	86	86	85	83	80	81	26	4	9	9	..	..	10	15	1	1	1	1		
10	5	..	5	..	8	10	10	10	9	5	5	4	..	..	4	..	..	..	..	1	1	..	..		
55	24	2	29	..	38	40	40	40	25	20	20	..	..	1	..	..	..	1	..	1	1	..	..		
43	27	3	12	1	23	43	41	37	37	23	23	23	..	7	..	..	..	7	..	1	1	1	..	
49	37	8	11	1	35	49	49	43	42	31	28	14	..	5	..	..	..	..	..	1	1	..	..		
38	30	..	..	..	..	38	38	38	38	38	38	27	..	10	2	..	..	4	..	1	1	1	..
48	35	4	9	..	35	48	48	48	48	48	48	41	..	13	..	..	..	13	..	1	1	1	..	
40	14	1	21	4	26	40	40	34	34	20	16	16	6	2	5	..	..	7	7	1	1	1	..		
44	26	3	12	3	28	44	44	37	34	23	16	18	..	4	1	1	..	4	..	1	1	..	..		
46	21	3	21	1	31	46	45	39	38	19	19	14	..	8	..	..	..	6	..	1	1	..	1	
66	28	..	36	2	50	66	64	66	66	31	66	27	2	10	..	..	..	9	..	1	1	1	..	
78	43	..	32	3	62	78	78	76	72	47	50	..	..	2	5	..	..	4	..	1	1	1	..
38	15	4	18	1	23	38	38	35	31	19	11	11	5	2	2	2	2	2	..	1	1	..	..		
58	31	3	23	1	37	58	58	58	46	25	31	16	10	3	..	..	..	..	..	1	1	..	..		
42	25	3	11	3	30	42	42	28	28	14	14	11	..	2	4	..	..	..	..	1	1	1	..
46	28	..	15	..	35	46	46	38	38	20	16	5	..	1	..	..	..	5	7	1	1	1	..	
1280	709	58	465	48	820	1257	1256	1136	1069	739	790	405	46	121	55	12	2	104	64	..	..	..	..

forth above, there were 57 in French, 64 in Latin, and 30 in Greek.

GEO. THOMPSON, *Clerk.*

Table II. PUBLIC SCHOOLS: PRELIMINARY. WINTER TERM, CLOSED APRIL 30, 1872.*

[This Table includes the Common, Superior, and Grammar Schools.]

COUNTIES.	Schools.	Teachers and Assistants.	Pupils Registered at School.
Albert.....	31	31	1461
Carleton.....	60	64	2794
Charlotte.....	65	67	3105
Gloucester.....	7	7	248
Kent.....	28	28	1097
King's.....	68	72	2591
Northumberland.....	38	39	1403
Queen's.....	48	48	1481
Restigouche.....	17	18	764
Saint John.....	123	131	6860
Sunbury.....	28	28	727
Victoria.....	13	13	576
Westmorland.....	58	63	2868
York.....	85	88	3281
NEW BRUNSWICK.....	664	672	28,756

* The Winter Term began on January 15th, 1872, and closed April 30th, 1872. The totals throughout these Tables cannot therefore be properly compared with those of any previous *full* Term.

Table II. COMMON SCHOOLS: ATTENDANCE OF PUPILS, FOR THE WINTER TERM ENDED 30TH APRIL 1872.

COUNTIES.	Number of Pupils at School this Term.	Proportion of population in attendance in the Schools this Term.	AGE AND SEX OF PUPILS.				Grand total days' attendance made by all the Pupils on the Register.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during time in Session per 100 on Register.	Number daily present on an average for full time of Term per 100 on the Register.
			Number under 5 years of age.	Number between the yrs. of 5 and 15.	Number over 15 years.	Boys.	Girls.				
Albert.....	1461	1 in 7.35	5	1196	260	833	628	53,601	715	58.93	48.94
Carlisle.....	2794	1 in 7.14	9	2283	502	1499	1295	114,694	1529	64.38	54.72
Charlotte.....	3105	1 in 8.33	20	2643	437	1779	1326	118,276	1577	61.22	50.79
Gloucester.....	198	1 in 95.00	...	179	19	106	92	7,553	100	63.13	60.50
Kent.....	1097	1 in 17.41	2	924	171	601	496	36,092	481	62.46	43.85
King's.....	2542	1 in 9.67	15	2048	479	1454	1088	83,584	1114	58.46	43.82
Northumberland.....	1349	1 in 14.91	15	1161	173	820	539	53,409	712	68.12	52.78
Queen's.....	1481	1 in 9.35	5	1210	266	872	609	49,040	654	59.49	44.16
Restigouche.....	764	1 in 7.30	5	660	99	414	350	29,442	393	63.74	51.44
Saint John.....	6360	1 in 8.22	11	5864	485	3599	2761	249,724	3330	69.39	52.36
Sunbury.....	727	1 in 9.36	6	564	157	423	304	25,972	346	62.86	47.59
Victoria.....	576	1 in 20.21	...	456	120	297	279	21,012	280	61.46	43.61
Westmorland.....	2868	1 in 10.22	10	2400	458	1601	1267	105,820	1411	65.06	49.20
York.....	3281	1 in 8.27	28	2783	470	1879	1402	135,730	1810	67.18	56.17
NEW BRUNSWICK,	28,603	1 in 9.98	181	24,376	4,096	16,177	12,426	1,033,949	14,452	64.45	50.53

Table III. COMMON SCHOOLS: WINTER TERM, ENDED 30TH APRIL 1872.

No. of PUPILS RECEIVING INSTRUCTION IN THE VARIOUS BRANCHES.

COUNTIES.	READING.		SPELLING.		GEOGRAPHY.		DRAWING.		WRITING.		ARITHMETIC.					
	Reading.	Recitation.	Oral on Reading Lessons.	Spelling Book & Dictation.	Oral.	Text Book.	First Lessons.	Model Cards.	Sketch Book.	First Lessons.	Half Text.	Fine Hand.	Objects or Ball Frame.	Mental.	State.	
Albert.....	182	1391	454	1186	768	834	212	11	...	...	278	243	680	52	693	1110
Carleton.....	292	2584	967	2041	1422	1149	560	53	...	...	655	622	1455	104	1765	2046
Charlotte	304	2877	1078	2165	1751	1060	712	30	12	10	572	367	1464	131	1780	2348
Gloucester	31	190	113	169	119	61	23	...	...	...	68	45	98	11	148	167
Kent.....	...	1035	220	910	520	269	156	6	...	...	224	174	497	36	696	816
King's.....	67	2422	939	2084	1394	778	564	50	22	3	517	472	1249	76	1321	1983
Northumberland.....	56	1259	330	745	687	577	276	20	...	...	228	265	671	59	978	978
Queep's.....	...	1383	1022	1118	761	563	308	4	..	...	315	218	718	52	965	1105
Restigouche.....	...	733	264	633	398	229	141	...	8	...	191	122	368	52	488	586
Saint John.....	1208	5690	2042	4857	3855	2641	932	208	66	46	1104	1118	3126	405	4415	4862
Sunbury.....	56	689	239	472	443	182	157	...	...	...	145	95	358	9	320	524
Victoria.....	...	553	124	368	264	141	78	...	...	2	85	111	297	6	251	414
Westmorland.....	68	2666	777	1903	1335	982	522	11	3	1	817	506	1240	52	1719	2043
York.....	1162	2532	1588	1901	1633	883	551	22	...	243	614	857	1181	875	1985	2011
NEW BRUNSWICK.....	3426	25,954	10,157	20,052	15,350	9,849	5,192	415	111	305	5,816	5,215	13,402	1,920	17,474	20,896

Table III.—CONTINUED.
No. OF PUPILS RECEIVING INSTRUCTION IN THE VARIOUS BRANCHES.

COUNTIES.	GRAMMAR AND ANALYSIS.					HISTORY.			English Composition.	Bookkeeping.	Chemistry of Common Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	Physiology.	Surveying.	Botany.	Natural History.	Other Branches.
	Oral.	Text Book.	Of British America.	Of Britain.	Of other Countries.																			
Albert.....	274	402	22	234	25	206	39	...	20	21	5	...	1	15	...	4	1
Carleton.....	555	738	160	600	10	347	35	19	27	30	1	16	29	47	2	5	...	3
Charlotte.....	522	731	58	485	...	436	61	46	80	33	38	9	3	19	...	8
Gloucester.....	67	56	...	1	...	41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kent.....	127	274	30	115	...	31	8	...	3	8	...	...	...	...	...	6	...	...	...	...	...	...	...
King's.....	473	792	21	495	57	344	33	11	53	50	1	6	4	19	5	5	...	3	...	...	...	...	...
Northumberland.....	336	814	...	132	...	142	10	...	18	16	...	3	20	3	4	7	...	...	...	...	...	...	...
Queen's.....	463	410	26	287	...	135	37	4	24	41	3	1	2	1	...	...	...	...	...	...	...	...	...
Restigouche.....	120	279	...	86	50	93	3	...	30	19	...	...	...	22	6	29	...	...	...	...	...	...	...
Saint John.....	1976	2510	166	1152	45	874	231	66	196	206	7	...	198	241	63	378	...	...	...	...	...	...	...
Sunbury.....	80	212	30	222	29	72	13	...	23	23	...	...	9	30	4	...	...	...	...	...	...	...	...
Victoria.....	122	135	...	89	...	115	38	...	17	19	...	1	20	7	...	...	...	...	...	...	...	...	...
Westmorland.....	370	709	104	420	21	226	54	13	29	34	2	...	...	...	5	...	...	...	...	...	...	...	...
York.....	736	576	162	275	185	184	36	44	33	29	...	...	11	30	7	6	...	...	...	...	...	...	...
NEW BRUNSWICK....	6221	8,138	779	4593	449	3246	598	205	503	582	57	27	331	437	103	459	1	9	13	52	56	...	...

Table IV. COMMON SCHOOLS. TEACHERS EMPLOYED: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	MALE.				FEMALE.				TOTAL.			Trained.	Untrained.	No. of Assist- ANTS EMPLOYED.		Total number of Teachers em- ployed this Term.		
	CLASS.				CLASS.				Male.	Female.	Both.			Male.	Female.			
	1	2	3	4	1	2	3	4										
Albert.....	1	4	9	6	5	4	2	20	11	31	27	4	31	...	3	31		
Carlton.....	1	15	10	11	12	6	5	37	23	60	49	11	64	1	2	64		
Charlotte.....	1	6	13	3	18	14	10	23	42	65	54	11	67	...	2	67		
Gloucester.....	...	...	...	2	...	8	1	2	4	6	3	3	6	...	...	6
Kent.....	1	1	3	4	5	7	7	9	19	28	24	4	28	...	...	28
King's.....	...	10	20	2	13	7	15	32	35	67	60	7	71	2	2	71		
Northumberland.....	...	3	7	8	8	12	5	18	20	38	31	7	39	...	1	39		
Queen's.....	...	6	14	6	6	9	6	26	21	47	44	3	47	...	...	47
Restigouche.....	1	2	3	3	1	4	3	9	8	17	11	6	18	...	1	18		
Saint John.....	1	30	18	5	39	23	7	54	69	123	112	11	131	3	5	131		
Sunbury.....	1	5	3	3	1	5	5	12	11	23	19	4	23	...	...	23
Victoria.....	1	4	...	3	...	2	3	8	5	13	7	6	13	...	...	13
Westmorland.....	1	5	15	12	9	7	9	33	25	58	52	6	63	1	4	63		
York.....	1	12	19	9	17	15	12	41	44	85	66	19	88	...	3	88		
NEW BRUNSWICK,	10	103	134	77	129	118	90	324	337	661	559	102	689	7	21	689		

Table VI. COMMON SCHOOLS. TIME IN SESSION: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	No. of Schools open this Term.	No. of Schools in Session less than 50 days.		No. of Schools in Session 50 days but less than 60.	Total in Session less than 60 days.	No. in Session 60 days or upwards.	No. in Session within 5 days or less of full Term.	No. in Session the full Term of 75 days.	Average days Schools in Session for this Term.		Aggregate No. of days Schools open during the Term.
Albert,	1929
Carleton,	3825
Charlotte,	4044
Gloucester,	361
Kent,	1476
King's,	3768
Northumberland,	2208
Queen's,	2617
Restigouche,	1028
Saint John,	6961
Sunbury,	1301
Victoria,	772
Westmorland,	3290
York,	5234
NEW BRUNSWICK,	38,821
		122	112	234	427	124	67	58.73			

Table VII. COMMON SCHOOLS. VISITS—PUBLIC EXAMINATION—PRIZES: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	No. of visits by Trustees and Secretary.	No. of visits by the County Inspector.	No. of visits by Members of Parliament.	No. of visits by Clergymen.	No. of visits by Teachers.	No. by other visitors.	HALF-YEARLY EXAMINATION.		PRIZES.	
							No. of Schools holding public examination at close of this Term.	No. of Schools not holding public examination at close of this Term.	No. of Prizes given to Pupils.	Value of Prizes given.
Albert,	148	25	4	5	16	51	15	16	..	\$25 80
Carleton,	324	28	1	26	29	274	34	26	27	9 90
Charlotte,	383	83	2	48	40	223	47	18	10	..
Gloucester,	17	6	..	1	2	12	6	..	..	..
Kent,	97	26	..	3	6	41	17	11	..	..
King's,	327	29	2	19	27	210	45	22	..	..
Northumberland,	161	1	1	14	23	77	9	29	..	..
Queen's,	239	28	1	15	29	132	32	15	..	..
Restigouche,	56	31	10	14	12	46	9	8	..	..
Saint John,	385	145	18	55	147	386	91	32	..	..
Sunbury,	61	13	2	4	11	74	9	14	..	..
Victoria,	49	7	..	9	9	39	8	5	..	..
Westmorland,	250	7	8	9	28	128	20	88	..	..
York,	240	24	41	81	142	733	49	36	..	..
NEW BRUNSWICK,	2737	453	90	303	521	2432	391	270	37	\$35 70

Table VIII. COMMON SCHOOLS: AVERAGE SALARIES OF TEACHERS, ACCORDING TO THE RATE PAID IN WINTER TERM, ENDED 30TH APRIL 1872.

COUNTRIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.						AVERAGE RATE PER YEAR TO FEMALE TEACHERS.											
	1st Class.			2nd Class.			3rd Class.			1st Class.			2nd Class.			3rd Class.		
	Government aid.	Trustees or Local Salary.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.
Albert.....	\$150	217 50	387 50	120	223 55	873 55	90	142 00	322 00	110	120 00	230 00	90	127 60	217 60	70	103 33	173 33
Cardston.....	150	209 53	359 53	120	195 20	315 20	90	168 27	258 27	110	120 83	289 83	90	120 33	210 33	70	97 71	167 71
Charlotte.....	150	468 28	618 28	120	278 85	398 85	90	174 66	264 66	110	200 50	310 50	90	142 32	232 22	70	161 25	281 25
Gloucester.....	..	..	..	..	..	..	90	149 00	239 00	..	..	..	..	105 33	195 33	70	70 00	140 00
Kent.....	150	250 00	400 00	120	239 33	359 33	90	106 66	256 66	110	152 20	262 20	90	99 14	189 14	70	93 43	163 43
King's.....	150	320 66	470 66	120	164 00	284 00	90	145 00	235 00	110	173 66	283 60	90	102 28	192 28	70	98 60	168 60
Northumberland.....	150	386 66	516 66	120	274 09	394 00	90	115 12	205 12	110	176 66	286 66	90	96 56	186 56	70	93 00	163 00
Queen's.....	170	153 50	303 50	120	168 71	288 71	90	98 83	186 83	140	134 16	244 16	90	129 45	219 45	70	96 83	166 83
Restigouche.....	150	350 00	500 00	120	213 33	333 33	90	168 66	256 66	110	180 00	290 00	90	125 00	215 00	70	81 33	151 33
Saint John.....	150	591 93	741 98	120	346 92	466 92	90	134 80	224 80	110	278 68	388 68	90	181 20	271 20	70	125 71	195 71
Sunbury.....	150	223 33	373 33	120	170 00	290 00	90	148 66	238 66	110	120 00	230 00	90	102 06	192 00	70	84 00	154 00
Victoria.....	150	212 50	362 50	..	..	..	90	150 66	240 66	..	..	..	..	126 50	216 50	70	112 66	182 66
Westmorland.....	150	344 16	494 16	120	197 27	317 27	90	133 92	243 92	110	155 77	265 77	90	131 14	221 14	70	115 00	185 00
York.....	150	348 00	498 00	120	179 26	299 26	90	170 55	260 55	110	188 12	298 12	90	112 66	202 66	70	109 75	179 75

Table IX. COMMON SCHOOLS: EXPENDITURE OF GOVERNMENT FUNDS FOR 7 MONTHS ENDING 30TH APRIL 1872, to Teachers, by District.

TO TEACHERS UNDER COMMON SCHOOLS ACT.
TO 30TH APRIL 1872.

COUNTIES.	FROM 30TH SEPT. 1871 TO 31ST DEC. 1871. TO EXPIRATION OF OLD LAW.				TO 30TH APRIL 1872. EXTRA.				TOTAL FOR BOTH PERIODS.
	Parish Schools.	Superior Schools.	Total.	Common Schools.	Superior.	Grammar Schools as High Schools.	Total.		
Albert.....	\$612.05	\$75.00	\$687.05	\$876.61	\$82.18	\$125.45	\$1084.24	\$1771.29	
Carlton.....	1299.85	200.00	1499.85	1911.20	259	130.93	2184.72	3684.57	
Charlotte.....	1897.00	75.00	1472.00	1790.54	68	114.54	1973.19	3445.19	
Gloicester.....	657.06	112.50	799.56	159.31	...	...	159.31	928.87
King's.....	1067.16	75.00	1142.16	602.05	89.05	96.35	737.45	1879.61	
Northumberland.....	1754.51	572.52	2327.03	1907.44	85.84	...	1993.38	4320.36	
Queen's.....	1278.90	102.50	1381.40	934.29	76.86	...	1011.15	2392.55	
Restigouche.....	1446.08	56.25	1492.33	1168.19	...	134.54	1168.19	2660.62	
Saint John.....	182.38	75.00	257.38	474.74	45.87	...	655.15	912.53	
Sunbury.....	3478.31	300.00	3778.31	3492.33	85.85	134.54	3578.18	7356.49	
Victoria.....	272.47	87.50	359.97	583.45	61.47	136.34	779.45	1139.43	
Westmorland.....	585.10	143.75	728.85	871.37	91.74	96.35	599.45	1328.30	
York.....	1395.79	372.50	1768.29	1491.81	120.25	...	1708.41	3476.70	
	1469.19	165.00	1624.19	2526.15	130.46	...	2656.61	4280.80	
NEW BRUNSWICK.....	\$16,875.85	\$2,412.52	\$19,288.37	\$18,289.48	\$1,080.32	\$96.04	\$20,288.84	\$39,577.21	

Table II. PUBLIC SCHOOLS: PRELIMINARY. WINTER TERM, CLOSED APRIL 30, 1872.*

[This Table includes the Common, Superior, and Grammar Schools.]

COUNTIES.	Schools.	Teachers and Assistants.	Pupils Registered at School.
Albert.....	31	31	1461
Carleton.....	60	64	2794
Charlotte	65	67	3105
Gloucester	7	7	248
Kent	28	28	1037
King's	68	72	2591
Northumberland.....	38	39	1403
Queen's	48	48	1481
Restigouche.....	17	18	764
Saint John	123	131	6360
Sunbury	23	28	727
Victoria	13	13	576
Westmorland.....	58	63	2868
York	85	88	3281
NEW BRUNSWICK.....	664	672	28,756

*The Winter Term began on January 15th, 1872, and closed April 30th, 1872. The totals throughout these Tables cannot therefore be properly compared with those of any previous *full* Term.

Table II. COMMON SCHOOLS: ATTENDANCE OF PUPILS, FOR THE WINTER TERM ENDED 30TH APRIL 1872.

COUNTIES.	Number of Pupils at School this Term.	Proportion of population in attendance in the Schools this Term.	AGE AND SEX OF PUPILS.				Grand total days' attendance made by all the Pupils on the Register.	Number daily present on an average during the time the Schools were in Ses- sion.	Number daily present on an average for the full Term.	Number daily present on an average per 100 on Regis- ter.	Number daily present on an average for full time of Term per 100 on the Re- gister.
			Number under 5 years of age.	Number between the yrs. of 5 and 15.	Number over 15 years.	Boys.	Girls.				
Albert.....	1461	1 in 7.35	5	1196	260	833	628	53,601	715	58.93	48.94
Carlton.....	2794	1 in 7.14	9	2283	502	1499	1295	114,694	1529	64.38	54.72
Charlotte.....	8105	1 in 8.33	20	3643	437	1779	1326	118,276	1577	61.22	50.79
Gloucester.....	198	1 in 95.00	...	179	19	106	92	7,553	100	63.18	50.50
Kent.....	1097	1 in 17.41	2	924	171	601	496	36,092	481	62.46	48.85
King's.....	2542	1 in 9.67	15	2048	479	1454	1088	83,584	1114	58.46	48.82
Northumberland.....	1349	1 in 14.91	15	1161	173	820	529	53,409	712	68.12	52.76
Queen's.....	1481	1 in 9.35	5	1210	266	872	609	49,040	654	59.49	44.16
Restigouche.....	764	1 in 7.30	5	660	99	414	350	29,442	393	63.74	51.44
Saint John.....	6360	1 in 8.22	11	5864	485	3599	2761	249,724	8380	69.39	52.36
Sanbury.....	727	1 in 9.36	6	564	157	423	304	25,972	846	62.86	47.59
Victoria.....	576	1 in 20.21	...	456	120	297	279	21,012	280	61.46	49.61
Westmorland.....	2868	1 in 10.22	10	2400	458	1601	1267	105,820	1411	65.08	49.20
York.....	3281	1 in 8.27	28	2783	470	1879	1402	135,730	1810	67.18	55.17
NEW BRUNSWICK,	28,603	1 in 9.98	131	24,376	4,096	16,177	12,426	1,083,949	14,452	64.45	50.53

Table III. COMMON SCHOOLS: WINTER TERM, ENDED 30TH APRIL 1872.
 No. OF PUPILS RECEIVING INSTRUCTION IN THE VARIOUS BRANCHES.

COUNTIES.	READING.		SPELLING.		GEOGRAPHY.		DRAWING.		WRITING.		ARITHMETIC.				
	Reading.	Recitation.	Oral on Reading Lessons.	Spelling Book & Dictation.	Oral.	Text Book.	First Lessons.	Model Cards.	Sketch Book.	First Lessons.	Half Text.	Fine Hand.	Object or Ball Frame.	Mental.	State.
Albert.....	1391	454	1186	768	834	212	11	..	..	278	243	680	52	693	1110
Charlton.....	2584	967	2041	1422	1149	560	53	..	..	655	622	1455	104	1765	2046
Charlotte.....	2877	1078	2165	1751	1060	712	30	12	10	572	367	1464	131	1780	2348
Gloucester.....	31	190	169	119	61	23	..	..	..	68	45	98	11	148	167
Kent.....	1035	220	910	520	269	156	6	..	..	224	174	497	36	696	816
King's.....	2422	939	2084	1394	778	564	50	22	3	517	472	1249	76	1321	1933
Northumberland.....	1259	330	745	667	577	276	20	..	..	228	265	671	59	978	978
Queens.....	1383	1022	1118	761	563	308	4	..	..	315	218	718	52	965	1105
Restigouche.....	733	264	633	398	229	141	..	8	..	194	122	368	52	488	536
Saint John.....	5690	2042	4857	3855	2641	932	208	66	46	1104	1118	3126	405	4415	4862
Sunbury.....	639	239	472	443	182	157	..	..	..	145	95	358	9	320	524
Victoria.....	553	124	868	264	141	78	..	..	..	85	111	297	6	251	414
Westmorland.....	2866	777	1903	1335	983	522	11	3	1	817	506	1240	52	1719	2043
York.....	2532	1588	1901	1653	883	551	22	..	243	614	857	1181	875	1985	2011
NEW BRUNSWICK.....	25,954	10,157	20,052	15,350	9,849	5,192	415	111	305	5,816	5,215	13,402	1,920	17,474	20,896

Table III.—CONTINUED.
No. of Pupils receiving instruction in the various branches.

COUNTRIES.	GRAMMAR AND ANALYSIS.					HISTORY.			English Composition.	Bookkeeping.	Chemistry of Common Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	Physiology.	Surveying.	Botany.	Natural History.	Other Branches.
	Oral.	Text Book.	Of British America.	Of Britain.	Of other Countries.																			
Albert.....	274	402	22	234	25	206	39	...	20	21	5	1	15	4	1
Carleton.....	555	738	160	600	10	347	35	19	27	30	1	16	29	47	2	5	5	...	3	22
Charlotte.....	522	731	58	485	...	436	61	46	80	33	38	...	87	9	8	19	19	...	3
Gloucester.....	67	56	...	1	...	41	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kent.....	127	274	30	115	...	31	8	...	3	8	...	...	...	6	...	6	...	...	6	...	...	...	...
King's.....	473	792	21	495	57	344	33	11	53	50	1	6	4	19	5	5	...	...	5	...	3	...	...
Northumberland.....	336	314	...	132	...	142	10	...	18	16	...	8	20	3	4	7	...	...	7	...	...	...	...
Queen's.....	463	410	26	287	27	135	37	4	24	41	8	...	2	1	...	...	...	...	...	...	...	1	...
Restigouche.....	120	279	...	86	50	93	3	...	30	19	...	1	...	22	5	29	...	...	29	...	...	...	...
Saint John.....	1976	2510	166	1152	45	874	231	66	196	206	7	...	198	241	63	378	...	...	378	...	...	12	52
Sunbury.....	80	212	30	222	29	72	13	...	23	26	...	...	9	30	4	...	...	...	4	...	...	...	...
Victoria.....	122	135	...	89	...	115	38	...	17	19	...	1	20	7	...	...	...	...	...	...	...	...	...
Westmorland.....	370	709	104	420	21	226	54	13	29	34	2	...	...	...	6	...	...	...	...	...	...	...	2
York.....	736	576	162	275	185	184	36	44	33	29	...	...	11	30	7	6	...	...	6	...	...	...	13
NEW BRUNSWICK....	6221	8,138	779	4593	449	3246	598	205	503	532	57	27	331	437	103	459	1	9	13	52	56	...	56	

Table IV. COMMON SCHOOLS. TEACHERS EMPLOYED: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	MALE.			FEMALE.			TOTAL.			Trained.	Untrained.	No. of Assist- ANTS EMPLOYED.		Total number of Teachers em- ployed this Term.	
	CLASS.			CLASS.			Male.	Female.	Both.			Male.	Female		
	1	2	3	1	2	3									
Albert.....	1	4	9	6	5	4	20	11	31	27	4	...	...	31
Carleton.....	1	15	10	11	12	6	37	23	60	49	11	1	3	64	
Charlotte.....	1	6	13	3	18	14	23	42	65	54	11	...	2	67	
Gloucester.....	...	...	...	...	...	8	2	4	6	8	3	...	...	6
Kent.....	1	1	3	2	5	7	9	19	28	24	4	...	...	6
King's.....	...	10	20	2	13	7	32	35	67	60	7	2	...	28	
Northumberland.....	...	3	7	8	3	12	18	20	38	31	7	...	1	39	
Queen's.....	...	6	14	6	6	9	26	21	47	44	3	...	...	47
Restigouche.....	1	2	8	3	1	4	9	8	17	11	6	...	1	18	
Saint John.....	1	30	18	5	39	23	54	69	123	112	11	3	5	131	
Sunbury.....	1	5	8	3	1	5	12	11	23	19	4	...	...	23
Victoria.....	1	4	...	3	...	2	8	5	13	7	6	...	...	13
Westmorland.....	1	5	15	12	9	7	33	25	58	52	6	1	4	63	
York.....	1	12	19	9	17	15	41	44	85	66	19	...	3	88	
NEW BRUNSWICK,	10	103	134	77	129	118	324	337	661	559	102	7	21	689	

Table V. COMMON SCHOOLS. PERIOD OF SERVICE OF TEACHERS: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																								
	No. of Teachers employed in same District during previous Term.	Number of Teachers re-moved to a new District.	Number of Teachers not more than 3 years in the service.	Number of new Teachers this Term.	MALE TEACHERS, 1st CLASS.					FEMALE TEACHERS, 1st CLASS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																															
					No. 1st term employed.	No. 2nd term employed.	No. upwards of 1 but not over 2 yrs. employed.	No. upwards of 2 but not over 3 yrs. employed.	No. upwards of 3 but not over 5 yrs. employed.	No. upwards of 5 but not over 7 yrs. employed.	No. upwards of 7 years in the service.	No. 1st term employed.	No. 2nd term employed.	No. from 1 to 2 yrs.	No. from 2 to 3 yrs.	No. from 3 to 5 yrs.	No. from 5 to 7 yrs.	No. upwards of 7 years.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																							
Albert.....	17	11	16	3	1</

Table VI. COMMON SCHOOLS. TIME IN SESSION: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	No. of Schools open this Term.	No. of Schools in Session less than 50 days.	No. of Schools in Session 50 days but less than 60.	Total in Session less than 60 days.	No. in Session 60 days or upwards.	No. in Session within 5 days or less of full Term.	No. in Session the full Term of 75 days.	Average days Schools in Session for this Term.	Aggregate No. of days Schools open during the Term.
Albert,	31	5	4	9	22	5	6	62.22	1929
Carleton,	60	5	9	14	46	21	9	63.75	3825
Charlotte,	65	7	11	18	47	12	3	62.22	4044
Gloucester,	6	1	1	2	4	...	1	60.25	361
Keat,	28	10	4	14	14	3	3	52.71	1476
King's,	67	18	7	25	42	12	8	56.24	3768
Northumberland,	38	9	4	13	25	9	8	58.10	2208
Queen's,	47	13	10	23	24	8	5	55.68	2617
Restigouche,	17	4	4	8	9	3	3	60.47	1028
Saint John,	123	19	29	48	75	11	4	56.59	6961
Sunbury,	23	6	3	9	14	2	6	56.87	1301
Victoria,	13	2	2	4	9	2	2	59.40	772
Westmorland,	58	14	14	28	80	6	2	56.72	3290
York,	85	9	10	19	66	30	7	61.58	5234
NEW BRUNSWICK,	661	122	112	234	427	124	67	58.73	38,821

Table VII. COMMON SCHOOLS. VISITS—PUBLIC EXAMINATION—PRIZES: WINTER TERM, ENDED 30TH APRIL 1872.

COUNTIES.	No. of visits by Trustees and Secretary.	No. of visits by the County Inspector.	No. of visits by Members of Parliament.	No. of visits by Clergy-men.	No. of visits by Teachers.	No. by other visitors.	HALF-YEARLY EXAMINATION.				PRIZES.	
							No. of Schools holding public examination at close of this Term.	No. of Schools not holding public examination at close of this Term.	No. of Prizes given to Pupils.	Value of Prizes given.		
Albert,	148	25	4	5	16	51	15	16	..	\$25 80		
Carleton,	324	28	1	26	29	274	34	26	27	9 90		
Charlotte,	383	83	2	48	40	223	47	18	10	..		
Gloucester,	17	6	..	1	2	12	6	..	..	..
Kent,	97	26	..	3	6	41	17	11	..	..
King's,	327	29	2	19	27	210	45	22	..	..
Northumberland,	161	1	1	14	23	77	9	29	..	..
Queen's,	239	28	1	15	29	182	32	15	..	..
Restigouche,	56	31	10	14	12	46	9	8	..	..
Saint John,	385	145	18	55	147	386	91	32	..	..
Sunbury,	61	13	2	4	11	74	9	14	..	..
Victoria,	49	7	..	9	9	89	8	5	..	..
Westmorland,	250	7	8	9	28	128	20	38	..	..
York,	240	24	41	81	142	733	49	36	..	..
NEW BRUNSWICK,	2737	453	90	303	521	2482	391	270	37	\$85 70		

Table VIII. COMMON SCHOOLS: AVERAGE SALARIES OF TEACHERS, ACCORDING TO THE RATE PAID IN WINTER TERM, ENDED 30TH APRIL 1872.

COUNTRIES.	AVERAGE RATE PER YEAR TO MALE TEACHERS.						AVERAGE RATE PER YEAR TO FEMALE TEACHERS.											
	1st CLASS.			2nd CLASS.			3rd CLASS.			1st CLASS.			2nd CLASS.			3rd CLASS.		
	Government aid.	Trustees or Local Salary.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.	Government aid.	Salary from Trustees.	Total.
Albert.....	\$150	217 50	367 50	120	253 55	873 55	90	142 00	232 00	110	120 00	230 00	90	127 60	217 60	70	103 33	173 33
Carleton.....	150	209 53	359 53	120	195 20	345 20	90	168 27	256 27	116	120 83	289 83	90	120 33	210 33	70	97 71	167 71
Charlotte.....	150	408 28	618 28	120	278 85	308 85	90	174 66	264 66	110	200 50	319 50	90	142 32	232 22	70	161 25	291 25
Gloucester.....	..	..	..	..	..	..	90	149 00	239 00	..	..	..	90	105 33	195 33	70	70 00	140 00
Kent.....	150	250 00	400 00	120	239 33	359 33	90	106 66	266 66	110	152 20	262 20	90	99 14	189 14	70	93 43	163 43
King's.....	150	320 66	470 66	120	164 00	384 00	90	145 00	235 00	110	173 66	283 60	90	102 28	192 28	70	98 60	168 60
Northumberland.....	150	366 66	516 66	120	274 09	394 00	90	115 12	205 12	110	176 66	266 66	90	96 56	186 66	70	93 00	163 00
Queen's.....	150	153 50	303 50	120	168 71	288 71	90	96 83	186 83	140	134 16	244 16	90	129 45	219 45	70	96 83	166 83
Restigouche.....	150	350 00	500 00	120	213 33	333 33	90	166 66	256 66	110	150 00	290 00	90	125 00	215 00	70	81 33	151 33
Saint John.....	150	591 93	741 98	120	346 92	466 92	90	134 80	224 80	110	278 66	368 68	90	181 20	271 20	70	125 71	196 71
Sunbury.....	150	223 33	373 38	120	170 00	290 00	90	146 66	236 65	110	120 00	230 00	90	102 06	192 00	70	84 00	154 00
Victoria.....	150	212 50	362 50	..	..	..	90	150 66	240 66	..	..	..	90	126 50	216 50	70	112 66	182 66
Westmorland.....	150	344 16	494 16	120	197 27	317 27	90	153 92	243 92	110	155 77	265 77	90	131 14	221 14	70	115 00	185 00
York.....	150	348 00	498 00	120	179 26	299 26	90	170 55	260 55	110	188 12	298 12	90	112 66	202 66	70	109 75	179 75

Table IX. COMMON SCHOOLS: EXPENDITURE OF GOVERNMENT FUNDS FOR 7 MONTHS ENDING 30TH APRIL 1872, to Teachers, by Drafts of the Chief Superintendent, payable at Frederickton and St. John.

COUNTIES.	FROM 30TH SEPT. 1871 TO 31st Dec. 1871, TO EXPIRATION OF OLD LAW.			TO TEACHERS UNDER COMMON SCHOOLS ACT. TO 30TH APRIL 1872.				TOTAL FOR BOTH PERIODS.
	Parish Schools.	Superior Schools.	Total.	Common Schools.	EXTRA.		Total.	
					Superior.	Grammar Schools as High Schools.		
Albert.....	\$612 05	\$75 00	\$687 05	\$876 61	\$82 18	\$125 45	\$1084 24	\$1771 29
Carleton.....	1299 85	200 00	1499 85	1911 20	142 59	130 98	2184 72	3684 57
Charlotte.....	1397 00	75 00	1472 00	1790 54	68 11	114 54	1973 19	3445 19
Gloucester.....	657 06	112 50	799 56	159 31	...	...	159 31	928 87
Kent.....	1067 16	75 00	1142 16	602 05	39 05	96 35	737 45	1879 61
King's.....	1754 51	572 52	2327 03	1907 44	85 89	...	1993 33	4320 36
Northumberland.....	1278 90	102 50	1381 40	934 29	76 86	...	1011 15	2392 55
Queen's.....	1446 08	56 25	1492 33	1168 19	...	...	1168 19	2660 52
Restigouche.....	182 38	75 00	257 38	474 74	45 87	134 54	655 15	912 53
Saint John.....	8478 31	300 00	8778 31	3492 33	85 85	...	8578 18	7856 49
Sunbury.....	272 47	87 50	359 97	583 45	61 47	134 54	779 46	1139 43
Victoria.....	585 10	143 75	728 85	871 37	91 74	136 34	599 46	1328 30
Westmorland.....	1395 79	372 50	1768 29	1491 81	120 25	96 35	1708 41	3476 70
York.....	1469 19	165 00	1624 19	2526 15	130 46	...	2656 61	4280 80
NEW BRUNSWICK.....	\$16,875 85	\$2,412 52	\$19,288 37	\$18,289 43	\$1,080 32	\$969 04	\$20,288 81	\$39,577 21

Table X. COMMON SCHOOLS: EXPENDITURE OF COUNTY FUND, FOR THE TERM ENDED 30TH APRIL 1872,
to Trustees by Drafts of the Chief Superintendent, payable by the several County Treasurers.

COUNTIES.	DISTRIBUTION.				
	(1)	(2)	(3)	(4)	(5)
	Amount of County Assessment the Chief Superintendent au- thorized by Law to draw from County Treasury.	In respect of the services of qualified Teachers, ex- clusive of Assistants.	In respect of the average number of Pupils in at- tendance as compared with the whole average number of Pupils attend- ing the Common Schools in the County, and the time & operation.	Total to the Trustees.	Amount (of Col. 3) per Pupil in attendance the full Term.
Albert,	\$1600 80	\$248 92	\$1851 88	\$1600 80	\$1 94
Carleton,	2990 70	522 63	2468 07	2990 70	1 64
Charlotte,	3882 30	530 47	3351 83	3882 30	2 18
Gloucester,	* 1410 75	48 21	1362 54	1410 75	13 55
Kent,	2865 15	194 23	2670 92	2865 15	5 65
King's,	3688 95	492 14	3196 81	3688 95	2 85
Northumberland,	† 3017 40	282 93	2730 18	3013 11	4 28
Queen's,	2077 05	334 88	1742 67	2077 05	2 83
Restigouche,	836 25	133 36	702 89	836 25	1 85
Saint John,	7845 45	852 86	6992 49	7845 45	1 76
Sunbury,	1023 60	167 01	856 59	1023 60	2 52
Victoria,	1746 15	102 94	1643 21	1746 15	6 04
Westmorland,	4400 25	391 48	4008 77	4400 25	3 29
York,	3170 10	447 45	2722 65	3170 10	2 47
NEW BRUNSWICK,	\$40,554 90	\$4,749 11	\$35,801 50	\$40,550 61	...

* Being one-half the amount advanced to the County from the Provincial Treasury, under Sec. 13 of the Common Schools Act.

† Balance of \$4,229 not distributed.

Table XI. SUPERIOR SCHOOLS: EMBODIED IN PREVIOUS TABLES—WINTER TERM ENDED 30TH APRIL 1872.

LOCALITY.		TEACHERS.						
COUNTY.	PARISH.	District.	NAMES.	Number.	Assistant.	Days service this Term.	COMPENSATION.	No. of Pupils on Register.
							Provincial for time.	Rate of Local pay for year.
Albert.....	Alma.....	5	Chipman Bishop.....	1	..	75	\$92 97	\$300 00
	Harvey.....	3	Bamford W. Duffy.....	2	..	71	79 22	270 00
Carleton.....	Richmond.....	7	Ivory Kilburn.....	3	..	73	90 50	280 00
	Simonds.....	4	Richard Wheeler.....	4	..	71	73 35	250 00
	Wakefield.....	7	Josiah Murphy.....	5	..	74	91 75	380 00
	Woodstock.....	6	William M'Intosh.....	2	1	75	88 62	220 00
Charlotte.....	St. George.....	1	James Vroom.....	7	..	86	63 02	61
	St. Stephen.....	Town,	James Dow.....	8	..	75	92 00	750 00
	Richibucto.....	2	George A. Coates.....	9	..	63	78 10	300 00
Kent.....	Hampton.....	2	William Wetmore.....	10	..	70	86 79	300 00
King's.....	Kingston.....	5	G. Hudson Flewelling.....	11	..	31	21 69	250 00
	Norton.....	1	Andrew T. Somerville.....	12	..	45½	47 04	275 00
	Rothsay.....	2	George A. Inch.....	13	..	70	86 79	300 00
	Springfield.....	1	W. Y. T. Sims.....	14	1	74	91 74	300 00
	Sussex.....	1	Samuel C. Wilber, A. B.....	15	1	75	92 97	300 00
	Westfield.....	2	John W. Caulfield.....	16	1	75	61 98	250 00
	Derby.....	1	James N. Wachen.....	17	1	54	66 95	300 00
Northumberland.....	Newcastle.....	7	John Seivewright.....	18	..	70	86 78	600 00
	Addington.....	1	E. H. M'Alpin, A. B.....	19	1	74	91 74	375 00
Restigouche.....	Lancaster.....	3	M. Allan Wall.....	20	..	72	89 26	300 00
St. John.....	Portland.....	8	D. Morrison.....	21	..	65½	84 44	850 00
	Blissville.....	Town,	James L. Simpson, M. D.....	22	..	41½	40 70	237 50
Sunbury.....	Maugerville.....	2	George Stewart.....	23	..	75	92 98	200 00
	Andover.....	3	George T. Baird.....	24	..	74	91 74	300 00
Victoria.....	Gordon.....	1	Frederick W. Watson.....	25	..	74	91 74	300 00
	Dorchester.....	2	Edward V. Tait.....	26	2	71	88 02	450 00
Westmorland.....	Moncton.....	1	James G. M'Curdy.....	27	1	63	73 62	335 00
	Salisbury.....	24	Tobias Addy.....	28	..	61	75 62	450 00
	Shediac.....	11	William A. Barnes.....	29	..	70	86 78	300 00
	Cantebury.....	8	Wm. W. B. Anderson.....	30	1	75	92 97	300 00
	Douglas.....	1	George D. Carter.....	31	..	74½	84 65	275 00
York.....	St. Mary's.....	3	D. H. Burbridge, A. M.....	32	1	73	91 00	450 00
			Total.....	..	..	..	\$2,552 00	2183

Table XI.—CONTINUED.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

Sinf.	READING.		SPELLING.		GEOGRAPHY.		DRAWING.		WRITING.		ARITHMETIC.		GRAMMAR.		HISTORY.		English Composition		Bookkeeping.		Chemistry of Com. Things.		Algebra.		Geometry.		Navigation.		Mensuration.		Nat. Philosophy.		Latin.		Greek.		French.		L. Surveying.		Other.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			
	Reading.	Recitation	Oral on Reading Lessons	Spelling and Dictation.	Qral.	Text Book.	1st Lessons.	Model Cards.	Sketch Book.	1st Lessons.	Half Text.	Fine Hand.	Object or Ball Frame.	Mental.	State.	Oral.	Text Book.	British America.	Of Britain.	Other Countries.	English Composition	Bookkeeping.	Chemistry of Com. Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	L. Surveying.	Other.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																											
40	69	18	27	28	25	12	11	26	..	25	..	53	63	..	17	..	13	..	13	2

Table XII. GRAMMAR SCHOOLS: TO THE CLOSE OF THE WINTER TERM ENDED 30TH APRIL 1872.

[The Trustees of those Schools marked with an asterisk * united with the District School Trustees under the authority of Section 53 of the 'Common Schools Act,' on the conditions named in Regulation 36, of the Board of Education. These united Schools are included in Tables previously given.]

LOCALITY.		TEACHERS.				COMPENSATION.					
COUNTY.	PARISH.	Number.	NAMES.	No. of Assistant Teachers.	Length of service in days or months.	TO THOSE IN UNION.			Grammar School Grant to those not in Union.	Total of Government aid.	Rate per year from Trustees.
						District.	County Grammar School.	School.			
Albert	* Hillsborough,	1	George W. Beatty, A. B. . . . .	..	69 days,	\$42 77	\$125 45	..	..	\$168 22	\$225 00
Carlton	* Woodstock	2	James M'Coy	1	72 days,	45 38	130 93	..	..	176 31	110 00
Charlotte	* Saint Andrews	3	Charles M. Sills, A. B. . . . .	..	63 days,	39 05	114 51	..	..	153 59	400 00
Gloucester	Bathurst	4	Lestock DesBrisay, A. B. . . . .	..	6 months,	..	..	\$200 00	..	200 00	280 00
Kent	* Richibucto	5	John Moser, A. M. . . . .	..	53 days,	32 85	96 35	..	..	129 20	200 00
King's	Kingston & Hampton	6	John Raymond .....	..	6 months,	..	..	200 00	200 00	200 00	200 00
Northumberland	Chatham	7	Richmond Shreve, A. B. . . . .	..	6 mos. to Aug. 30	..	..	200 00	200 00	200 00	200 00
Queer's	Gagetown	8	Philip Cox, A. B. . . . .	..	7 months,	..	..	233 33	..	233 33	220 00
Restigouche	* Dalhousie	9	John R. Miller, A. B. . . . .	..	74 days,	45 87	134 54	..	..	180 41	250 00
Saint John	* City of Saint John	10	Dr. Chas. G. Coster	3	66 days,	41 60	* 180 00	..	..	221 60	500 00
Sunbury	* Sheffield	11	Geo. F. Burpee, A. M.	2	2½ months,	..	..	76 19	..	..	..
			Not in previous tables, paid Assistants .....	..	..	..	..	81 45	..	338 05	250 00
			Geo. F. Burpee .....	..	..	..	..	..	..	..	..
			Geo. W. Fenwick, A. B. . . . .	..	74 days,	45 87	131 54	..	..	182 83	250 00
Victoria	* Grand Falls	12	Geo. W. Fenwick, A. B. . . . .	..	75 days,	46 49	134 34	..	..	129 20	350 00
Westmorland	* Shediac	13	David B. White .....	..	53 days,	32 85	96 35	..	..	45 38	500 00
York	* Fredericton	14	Geo. R. Parkin, A. M.	1	72 days,	45 38	..	..	..	..	..
						\$418 11	\$1149 04	\$990 97	\$2536 12	..	..

* The Government aid to the St. John Grammar School, as paid through the Trustees, is \$600 per year.

Table XIII. PROVINCIAL TRAINING AND MODEL SCHOOLS: FROM THE 31ST OCT. 1871, TO THE CLOSE OF THE TERM ENDED 30TH APRIL 1872.

[The Pupils enrolled as the Model School, are included in the number of Pupils reported in previous Tables.]

LOCATION: FREDERICTON.	STUDENTS AND PUPILS.					SPECIAL PROVINCIAL GRANTS TO THE 30TH APRIL 1872.	AMOUNT.
	NO. IN ATTENDANCE.		NO. AWARDED LICENSES.				
	Fall Term, 1871.	Winter Term 1872.	Close of Fall Term.	Close of Winter Term Table xiv.	Total		
Training School.....	66	44	43	26	69	Salaries, viz:— Principal, \$500 Female Assistant, 200 Teachers of the Model Schools, 305 — \$1,005 00	
Model School	65	57	...	...	...	To pay rent of premises, 48 91 Paid by Board of Works—fuel, repairs, for 6 months, 364 77
	131	101	43	26	69	\$1,418 68	

Education Office, Fredericton, December 1872.

GEO. THOMPSON, Clerk or Ass't. S.

Table XIV. COMMON SCHOOLS: TEACHERS' EXAMINATION—WINTER TERM.

STATION.	No. of Candidates admitted to the Written Examinations, and the grounds of admission.	1st Class.		2nd Class.		3rd Class.		SUMMARY.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		Male.		Female.		Male.		Female.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																	
		No. obtained 1st.	No. obtained 2nd.	No. obtained 3rd.	No. examined for this Class.	No. obtained 1st.	No. obtained 2nd.	No. obtained 3rd.	No. obtained no License.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																
FREDERICTON,	Students at Provincial Training School.	4	1	3	43	85																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																			</

30 The Licenses issued as above were Provincial Licenses, to be valid during the good behaviour of the holders. In addition to these Provincial Licenses, a considerable number of Local Licenses, valid for one year, were issued by Inspectors during the Winter Term, under the provisions of Reg. 32 of the Board of Education.

**Table XV. COMMON SCHOOLS: ALLOWANCES FROM THE 30TH OCTOBER 1871, TO 30TH APRIL 1872,
PAID IN AID OF TEACHERS IN ATTENDANCE AT THE PROVINCIAL TRAINING SCHOOL.**

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.	Warrant provid- ing for Drafts.	Amount.
1871.					
November 10,	1	Samson Busby Allen,	Moncton,	Warrant No. 7,	\$24 00
14,	2	L. Inglewood Flower,	Queen's,	"	24 00
14,	3	Beverly R. Somerville,	King's,	"	24 00
15,	4	Elizabeth Bourgeois,	Westmorland,	"	24 00
16,	5	Charles M'Lean,	Queen's,	"	24 00
16,	6	Louisa Pickard,	York,	"	24 00
18,	7	Cecelia R. Morehouse,	Fredericton,	"	24 00
18,	8	Annie E. Wilson,	York,	"	24 00
20,	9	John C. Beatty,	Wicklow,	"	24 00
30,	10	Jennie M'Grigor,	Hillsborough,	"	24 00
December 1,	11	Maggie E. Taylor,	Springfield,	"	24 00
16,	12	Sophie Lloyd,	Cambridge,	"	24 00
30,	13	Maggie A. Nesbit,	Chatham,	"	24 00
			St. John,	"	24 00
1872.					
January 1,	14	Clara M'Allister,	Oak Bay,	"	24 00
5,	15	Matilda M'Leod,	Upper Sussex,	"	24 00
8,	16	Samuel A. M'Leod,	Studholm,	"	24 00
9,	17	Maria Smith,	Aberdeen,	"	24 00
11,	18	Mary E. Carter,	St. David,	"	24 00
11,	19	Minnie G. M'Kay,	M'Kay's Hill,	"	24 00
11,	20	P. Anna Cleaveland,	Point De Bute,	"	24 00
			Charlotte,	"	24 00
			King's,	"	24 00
			King's,	"	24 00
			Carleton,	"	24 00
			Charlotte,	"	24 00
			Fredericton,	"	24 00
			Westmorland,	"	24 00
			Queen's,	Warrant No. 72,	\$24 00
13,	1	Alonzo T. Dykeman,	Westmorland,	"	24 00
13,	2	Charles L. Rarnes,	Shediac,	"	24 00
19,	3	Mary Peacock,	Dumbarton,	"	24 00
19,	4	Wilket W. Keith,	Havelock,	"	24 00
19,	5	John L. Atkinson,	Lakeville,	"	24 00
20,	6	Frederick N. Wellings,	Shediac,	"	24 00
			Westmorland,	"	24 00
					\$180 00

January	22,	Mary E. Blake,	Andover,	Victoria,	\$24 00
	24,	John M'Cutcheon,	Prince William,	York,	24 00
	25,	Susie A. Hendry,	Canterbury,	York,	24 00
	25,	Mary Ann Colter,	Keswick Ridge,	York,	24 00
	25,	Mary E. Cochran,	Rothessay,	St. John,	24 00
	26,	John A. Gunter,	Fredericton,	York,	24 00
	29,	Ida M'Adam,	do.	do.	24 00
	29,	Frances Ross,	do.	do.	24 00
February	2,	George E. Case,	Titusville,	King's,	24 00
	7,	Agnes C. Brown,	Moncton,	Westmorland,	24 00
	9,	Julia Pugacey,	Sussex,	King's,	24 00
	12,	Mary M'Gabe,	Woodstock or Richmond,	King's,	24 00
	12,	Daniel M'Intyre,	Pont Le Nim,	Restigouche,	24 00
	23,	Wilfred F. McDonald,	Wickham,	Queen's,	24 00
March	23,	Gilbert E. Hetherington,	Johnston,	Queen's,	\$24 00
	23,	Jane Griffith,	Fairfield, St. Martins,	St. John,	24 00
	14,	Florence J. Moore,	Hopewell,	Albert,	24 00
	15,	William H. Allingham,	Little River, Hampstead,	Queen's,	24 00
	21,	Kate LaDernie,	Eel River,	York,	24 00
	25,	Jane Brown,	Bathurst,	Gloucester,	24 00
	27,	Isabel Murphy,	Grove Hill,	St. John,	24 00
	27,	Mary Cassidy,	Richmond,	Carleton,	24 00
	27,	Lizzie Crozier,	Barnesville,	King's,	24 00
	28,	Bessie A. Lake,	Glennville,	Westmorland,	24 00
	30,	Carrie Hammond,	Tobique,	Victoria,	24 00
	30,	Amanda J. Bacon,	Round Hill,	King's,	24 00
April	4,	Clara A. Frost,	Kingston,	King's,	24 00
	16,	Katie M'Laughlin,	Bocabeo,	Charlotte,	24 00
	17,	George M. Wetmore,	Springfield,	King's,	24 00
	17,	George W. Miner,	Shediac,	Westmorland,	24 00
	17,	Samuel C. Alward,	Salisbury,	Westmorland,	24 00
	17,	William D. Perry,	Johnston,	Queen's,	24 00

Table XV.—CONTINUED.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.	Warrant provid- ing for Drafts.	Amount.	
1872. April	17,	James A. Belyea, Daniel J. Hatfield,	<i>Brought forward,</i> Belyea's Cove, Springfield,	Warr't No. 150,	\$482 00	\$960 00
	18,			"	24 00	
				"	24 00	
						480 00
	19,	Lizzie Ferguson, M. Morianda Rees, Jane Isabella Crothers, Ella L. Thorne, John N. Wells, Jeanie Dawson, Isabella J. Wallace,	Waterville, Upper Keswick, Chatham, Fredericton, Harvey, Bathurst, M'Leod's W. O.	Warr't No. 231,	\$24 00	
	19,			"	24 00	
	19,			"	24 00	
	19,			"	24 00	
	19,			"	18 00	
	30,			"	24 00	
30,	"			24 00		
						162 00
						\$1,602 00

GEO. THOMPSON.

Table XVI.

SUMMARY OF PROVINCIAL GRANTS in aid of PUBLIC SCHOOLS, from 1st October 1871 to 30th April 1872.

Public Schools—					
Common,	...	...	...	...	\$35,165 33
Superior,	...	...	...	...	8,442 84
Grammar,	...	...	...	...	2,140 01
					<hr/>
					\$40,748 18
Training and Model Schools,	...	...	...	...	1,418 68
Allowance to Teachers at Training and Model Schools,	...	...	...	...	1,602 00
Examinations, (for April 1872),	...	...	...	...	30 48
Postages, Telegrams, &c.	...	...	...	...	557 46
Stationery, Seals for Trustees, and Seal for Board of Education,	...	...	...	...	179 79
Advertising School Notices, &c., in Newspapers,	...	...	...	...	308 40
Expenses in having due notice given of Jan'y School meeting for 1872,	...	...	...	...	1,004 38
Expenses in Districting the Province, Express charges, and extra to Inspectors, to 31st December 1871,	...	...	...	...	1,486 94
Printing, chiefly Boundaries of Districts per Counties, publishing two Editions of Law and Regulations, and Report, &c., for 1871,	...	...	...	...	8,070 46
School Registers and Covers,	...	...	...	...	660 66
Library, Bonuses for School Libraries,	...	...	...	...	62 66
Miscellaneous, viz :—					
Edward O'Brien, Janitor for 6 months,	...	...	...	...	\$20 00
A. B. Duncan, gas fitting and stove pipe,	...	...	...	...	4 81
Training Master, Labor, Examination papers, and work upon Corrections, &c., of Campbell's Readers, by order Chief Superintendent, 1871,	...	...	...	...	140 50
C. C. Copinger, to 30th April 1872, work on translations, French into English, &c.	...	...	...	...	106 00
Dr. Bennet, close of October 1871,	...	...	...	...	172 83
					<hr/>
					442 14
Salaries—					
Chief Superintendent, for 6 months,	...	...	...	...	\$800 00
Assistant do. 6 "	...	...	...	...	500 00
To the 4 District Inspectors, to close of 1871,	...	...	...	...	666 64
14 County Inspectors,	...	...	...	...	2,000 00
					<hr/>
					8,966 64
Travelling expenses Chief Superintendent,	...	...	...	...	200 00
					<hr/>
					<u>\$55,740 87</u>

GEO. THOMPSON.

Education Office, Dec. 1872.

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE PROVINCIAL TRAINING AND MODEL SCHOOLS.

SIR,

I beg to submit, in addition to the tabulated results already laid before you, the following Report on the Training and Model Schools, for the year ended October, 1872. This period embraces three terms—two of three months' and one of five months' duration. The extended term commenced on the first Wednesday of May, as prescribed by Regulation 37.

1. TRAINING SCHOOL.

Application for Admission and Enrolment [of Students.]

All applicants for admission, with the exception of Holders of Valid Licenses from the Board of Education, Holders of a Diploma from a recognized Training School, or Graduates of a chartered College or University, must undergo an examination upon the same subjects as are prescribed for Third Class Teachers, omitting professional subjects. The number of applicants who underwent an examination was as follows :

October, 1871,.....	51
January, 1872,.....	27
May, "	26

Of the first number 46 or 90 per cent. were admitted ; of the second 26 or 96.3 per cent. ; and of the third, 22 or 84.6 per cent.

Including the students that were exempted by the Regulation from the preliminary examination there were enrolled

	Males.	Females.	Total.
October,.....	16	50	66
January.....	12	32	44
May,	11	21	32
	<u>89</u>	<u>103</u>	<u>192</u>

Classification.

By Reg. 40 (11) the Principal is required to make to the Chief Superintendent, at the close of each Term, a classification, based upon skill in teaching, of those students who have proved themselves entitled to the same—such classification to consist of three grades, *Superior*, *Good* and *Fair*. This professional standing does not in any way affect the Class of License obtained by the student on examination, but from the fact of its being recited in his License, it is not unlikely to have an important bearing on the demand for his services. By a reference to the Tabular Reports alluded to above, the details will be seen of the following classification made at the close of the two Terms succeeding January, when the Common Schools Act came into operation :

	Superior.	Good.	Fair.	Not Classified.
April,.....	5	10	18	6
September,	0	12	11	8

Though the extension of the term to five months has permitted the course to be much fuller than formerly; especially in professional instruction, it can

scarcely be expected that a student, even in that limited period, unless he has had some experience in teaching, or is possessed with more than ordinary aptness for the work, should be entitled to grade *Superior*. It is only after a considerable amount of practice and study that he comes to realize that the relation between him and the class he teaches is very different from that which exists between a lecturer and his audience. His literary qualifications may be of a high order, but his skill in teaching may be a minimum. By the close of the Term some of the students acquire considerable skill, as is evidenced by the manner in which they deal with the pupil's answers, and the amount of impression which their instruction leaves on the mind. Such students have little difficulty in obtaining a professional standing of the first grade by a second Term's attendance. From the numerical statement given above, it will be seen that at the close of last Term no student was entitled to class *Superior*, while five obtained that grade at the close of the preceding Term. This distinction did not arise from any lack of ability on the part of the students of the latter Term, nor from a want of evidence of becoming as useful in the profession, but from the want of such experience as is gained by an additional attendance at this Institution, or by actual employment in the school service.

Details of Instruction.

The attention of all the students was first directed to those branches upon which they were examined at entrance—an intimate knowledge of which is indispensable to the successful teacher of our Common Schools. Many of the students were, however, sufficiently advanced to enable them to devote a portion of their time to the acquisition or extension of other branches, such as Mathematics, Chemistry of Common Things, the Grammatical Analysis of an English Classic, History of the English Language, &c. The mode of instruction did not differ in any important particular from that previously reported, except perhaps in Geometry. In this subject Euclid was employed as the text-book; but the modern method which more and more obtains of proving propositions not only by abstract reasoning, but by reference to material illustration, was frequently resorted to.

Professional Instruction.

This subject was provided for in the same way as formerly, by lecture, by example, and by practice. An hour was set apart daily for instruction in principles and methods. During the first part of the Term the students were occupied with the more elementary portions of school work, embracing the different methods of teaching reading, spelling, writing, arithmetic, and other subjects taught in our Common Schools; and at a later stage with the subject of school management, including organization, discipline, &c. The lives and principles of distinguished Teachers and Educationists, such as Pestalozzi, Jacotot, Arnold, &c., have hitherto been little more than alluded to; but the extension of the Term will henceforth allow the student to devote more time to a subject which is so highly calculated to impart an elevated tone to their professional pursuits. In addition to this theoretical course, the students were required, from time to time, to visit the two departments of the Model School, for the purpose of observing the methods of teaching, the organization, discipline, and other matters pertaining to the Teacher's profession. They had besides to take part once a week in the regular instruction of the school, not only by teaching a prescribed subject, but by directing and

governing the operations and movements of the entire department. While a student was thus engaged, his fellow students were employed in noting down what they considered the merits or defects of the lesson, embracing points of method, manner, matter, and language. These criticisms were afterwards read, and the whole was usually summed up by the Principal, whose estimate of the value of each lesson and of each criticism upon it is recorded.

Many of the Common Schools will no doubt offer different conditions to their Teachers for the carrying out of those methods which the students both witness and practice while attending a Training School. But if they have been instructed in the principles on which method is based, and thus come to feel something of the abstract value of those means by which their work is carried on, we have a right to expect that in other circumstances they will be able skilfully and readily to vary their methods to suitable degrees.

2. MODEL SCHOOL.

This practising school, which now consists of two departments, is admirably conducted by their respective teachers, Miss Tweedie and Miss Minard, who, I am happy to say, are as able as they are willing, to exemplify the methods which are explained in the Training School. Without these schools the theoretical instruction imparted to the students would be as fruitless as it has proved in other countries where opportunities have not been afforded for the exemplification and practice of principles. The instruction is entirely elementary, being most suitable to the special design of the Institution in its present circumstances. If one subject is better taught than another, I might specify that of *reading*. Even the youngest classes in the school have, within a short period, been enabled to read with an amount of expression that leaves little to be desired. There is somehow or other a general opinion, followed by a practice as general, that expressive reading cannot be got from a child who has not advanced beyond dissyllables. There may be greater or less difficulty according to the amount and quality of home training; but the results in the Model School, and I have no doubt in some other schools also, are such as to show that children can be taught to read with as much expression and intelligence as they can talk.

The attendance has numbered about 60 pupils, and it is to be regretted that the accommodation is so limited as to necessitate the constant refusal of increasing applications for admission.

I am, sir,

Your Obed't Servant,

WM. CROCKET, *Principal*.

T. H. RAND, Esq.,
Chief Superintendent of Education.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

COUNTY OF ALBERT.

SIR,

I beg to submit the following Report of my work for the year, to Oct. 31st, 1872.

DISTRICTS.—In the limited time allotted to the work of dividing the Province into School Districts, it was impossible to arrive at perfection, and in consequence thereof, some dissatisfaction existed as to bounds. In order to remove this, I made a tour through the County in February, visiting the several districts, with a view of obtaining information from the most intelligent residents, as to the best mode of adjustment. In the revisions which I have recommended, four new districts have been formed; and when these recommendations are acted upon the County will be fairly arranged, with general satisfaction (three districts excepted) which so far I have failed to arrange satisfactorily.

TRUSTEES.—Trustee's duties being somewhat intricate and new, as well as arduous and responsible, have claimed a great share of my attention. Men of intelligence and business habits are not always to be found in thinly populated districts: however as a general rule, Trustees appear to have acted zealously, in the faithful discharge of their duties.

SCHOOL HOUSES.—Twelve new School Houses have been in course of construction during the summer; of these only one is completed. Existing Houses are repaired, and in some districts enlarged: improvements is apparent in most of the districts organized.

FURNITURE.—In the furnishing of School Houses considerable improvement has taken place. For the Houses occupied, new desks have been procured by the respective districts as prescribed by Reg. 7 Rem. (2); the new houses are expected to be fairly furnished.

GROUNDS.—Little improvement has taken place with respect to school grounds. In districts where new houses are being erected, the sites are purchased by the districts, varying in size from one-fourth of an acre to one acre. The titles to existing houses and grounds, remain about the same as under the old law. I have endeavoured to urge upon Trustees the importance of their purchase by the districts, but in most cases without effect; although generally acknowledged to be desirable.

APPARATUS, BLACK BOARDS, WALL MAPS.—Of the first, not much exists in our schools; very few have globes; black boards are found in almost all of them; while quite a number are provided with a small clock, hand-bell, wall-maps and dictionary.

TEACHERS.—There were in the Winter Term 31 Schools in operation, taught by 31 Teachers. Of these 20 were Male and 11 Female Teachers.

In the Summer Term the statistics were as follows : 47 schools with 25 Male and 22 Female Teachers.

Heretofore the relinquishment of the work by many of the best informed and efficient Teachers, tended to retard improvement. Since the "Common Schools Act 1871" has been in operation Teachers are fairly and more promptly paid, their office more respected, and as a consequence, this evil will be diminished.

CONDITION OF SCHOOLS IN OPERATION.—As regards the schools in operation, I am happy to report them as gradually improving : and irregularity of attendance being considerably removed, progress will necessarily be more rapid. One evil which cannot be easily met is the frequent change of Teachers, and stands much in the way of advancement. Notwithstanding many drawbacks quite an improvement has been made ; the attendance is largely increased, Teachers are fairly paid, and stimulated to do better work.

EFFORTS IN UNORGANIZED DISTRICTS.—Trustees have been appointed in all the districts : why they are not in working order, is chiefly caused from want of school houses. With one exception, they are all rather poor Districts ; and in fact one half the number are classed as such. In two of these Districts schools will be in operation this winter, if Teachers can be procured. In case they organize and fail to secure the services of Trained Teachers, I have agreed to grant temporary licenses (Reg. 32) to two advanced pupils from other Districts.

PROSPECTS OF ANNUAL MEETING.—Some opposition will no doubt be offered at Annual Meeting ; the law apparently operates unfavourably on some classes, but the real objections will gradually diminish.

Many men think it a hardship to be called upon to pay a *Tax* which only tends to advance the general good. There is of course a variety of opinions concerning the details of the law, which as a whole seems to be generally approved ; and I apprehend objections will not arise of such importance as to materially obstruct its proper and beneficial operation.

JAMES CARNWATH.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

Nov. 1872.

CARLETON COUNTY.

SIR,

On the 31st of October last the first school year, under the provisions of our excellent School Law, expired. I have used the appellation excellent. This very imperfectly conveys my meaning, and I cannot proceed without remarking that in my humble opinion the Government who possessed the requisite independence to bestow on New Brunswick a boon of such inestimable value, place their names indelibly upon the historical pages of this Province, to be had in grateful remembrance by generations yet to come.

DIVISION OF DISTRICTS.—In January last the present School Law came into operation, completely revolutionizing all and every previous arrangement in connection with Common School Education in this Province. Previous to this date each County had been divided into School Districts. This was a gigantic work, much easier spoken of than performed. For this pur-

pose, in this County, the services of our former Inspector, E. C. Freeze, Esq., were engaged, and notwithstanding many revisions in Boundaries of Districts are necessary, yet for the time engaged he performed a great work, and did it well.

APPOINTMENT OF INSPECTOR.—Next in order was the appointment of the late respected and lamented James Edgar, Esq., as Inspector for this County. On him rested the responsible duties of holding the first district meetings; of disseminating necessary information in order that the Districts throughout the County might be properly organized; in short, of dispelling the erroneous impression still entertained by many that the old system was the best; and of inaugurating the new system. Possessing legal knowledge, and blessed with rare mental endowments, he was enabled, notwithstanding his fast declining health, to perform those duties in so satisfactory a manner that the beneficial results accruing therefrom are perceptibly exhibited in my every day experience.

DISTRICTS AND TRUSTEES.—This County embraces some one hundred and twenty-six school Districts. Ninty per cent of these organized under the law, having elected or secured the appointment of Trustees who are assiduous to inform themselves as to the duties devolving upon them, ready and willing to perform those duties: in fact, using every endeavour to work up to the letter of the law and the requirements of the Board of Education. Six per cent. of the balance have not embraced the privileges to which they were entitled, on account of scarcity of Teachers, sparse population of Districts, and such like causes. These Districts are not opposed to the school law.

The remaining four per cent. have for the past year contained a small majority of those who, I am sorry to say, are perfectly indifferent in regard to the Education of those intrusted to their care.

SCHOOL HOUSES, FURNITURE, BOOKS, &c.—One-fourth at least of the Districts of this county have new school houses (a majority of them being of the first class) with new and approved furniture and apparatus, ready for occupation and use for the present term, a number more are under contract for erection. The authorized books are generally in use in all schools in operation.

TEACHERS.—Notwithstanding the great scarcity of Teachers (rendering a choice out of the question), those employed the past year in this county, as regards their ability to organize and govern a school, as well as to impart information to the diversified abilities of those under their charge, are of a superior class, both male and female, and apparently alive to the weighty responsibilities devolving upon them, as well as to the duties they are called upon to perform.

UNORGANIZED DISTRICTS.—The number of unorganized districts in this county at present is few, and by 1873, this number will be so far diminished that I trust the opponents of our excellent school law may define it with the exclamation "naught!" In fact my opinion is if Teachers can be obtained and school accommodation furnished, by the commencement of the summer term 1873, there will be a school in operation in every district in the county organized, furnished and taught in accordance with the Common Schools Act 1871.

PRESENT INSPECTOR.—In July last I accepted the appointment of Inspector of schools for this county. My ambition in accepting the office was to assist by every possible legitimate means in carrying out the law (the princi-

ple of which I had been for years strongly wedded to) by giving it a fair, impartial, and unprejudiced trial. In this I have found the Trustees and Teachers in the different districts to be co-workers, in most cases ready for every good word or work that might be required of them. Many minor difficulties I found to exist, owing in a great measure to the partial understanding of the duties to be performed under the "Act." Most of those have become insignificant, or have been entirely overcome. The only existing one of any importance, is the revision in the boundaries of a few districts. This revision will, I trust, be accomplished before the next annual meeting.

I have the honour to remain

Your Obedient Servant,

JAS. H. JACQUES,

Inspector Carleton County.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education
for New Brunswick.

CHARLOTTE COUNTY.

THEODORE H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

I have the honor, as required by law, to lay before you the following Report on the condition of Public Schools in the County of Charlotte, for the year ended October 31st, 1872. As minute and specific details have already been placed in your hands by the different Boards of Trustees throughout the County, it seems only necessary for me to present in brief a general view of matters.

I am happy to say that although the season of the year at which the new School Law came into operation was unpropitious, as very many of the men most interested in schools were in the lumber woods, yet the progress made in educational matters has been highly satisfactory, and has exceeded even my most sanguine expectations.

A large proportion of the Districts organized, and voted money for school purposes at the first annual meeting, and the Trustees, as a general thing, proceeded vigorously with the work of establishing their schools and making them efficient. Of the remainder several had their Trustees appointed upon a requisition of the rate-payers, and voted moneys at special meetings called for the purpose. The assessments levied upon these districts have in general been collected without difficulty. A very small minority of the districts held their Annual Meetings, but owing to dissatisfaction with their district boundaries, or from some supposed local grievances, refused to organize. I have directed special attention to these cases, and am happy to say that in nearly every instance difficulties have been satisfactorily adjusted.

The work of dividing the county into districts, well calculated to meet the requirements of the people so far as distances are concerned, and at the same time enable them to support good schools without burthens themselves too heavily, is a matter of no little trouble, and calls for the exercise of a good sound judgment. Under the former School Law the country was, in many places, cut up into very small districts, and the people were content with a school taught for a few months each year in a miserable room by a third-class

female teacher, whose chief aim was to get together a sufficient number of scholars to secure the Government allowance.

I am happy to say that in this county the greater number of such districts have been blotted out by the present division. This has caused no small amount of dissatisfaction, but in time all will be convinced that it is for the general good. In cases where real grievances existed, I have had such alterations made as would better satisfy the complainants where it could be done without detriment to the working of the law.

SCHOOL BUILDINGS. — The state of the school buildings in the county at the beginning of the past year afforded *prima facie* evidence that a change of some kind was needed in our school system. On my first tour I was almost disheartened to find that in five cases out of six the most dilapidated building in the whole district was the school house. Nor was this state of things confined to country districts. The towns of St. Andrews, St. Stephen, and St. George were destitute of public school property. Buildings owned by corporations or private individuals had to be rented, even though they were, so far as regards size, locality, and ventilation, wholly unadapted for the purpose.

I trust that this state of things will not exist much longer, and during the past summer I am happy to report that great improvements have been made. The Board of Trustees for St. Andrews is working vigorously in the preparation of suitable and commodious school rooms. The trustees of St. Stephen have completed two very handsome buildings at a cost of above ten thousand dollars, and purpose erecting another for a high school during the coming season. Throughout the country districts several new school houses have been built during the summer, and more are in course of erection.

In some instances where money had to be raised by loan, the trustees were discouraged in the work by the action taken in our courts to test the constitutionality of the law, and deferred incurring any debts until that vexed question was settled. It is gratifying to the friends of free education to know that the spirit of improvement is abroad, and that different districts are vying with each other in the erection of neat and substantial buildings. We may look with confidence for great advances during the coming summer.

FURNITURE. — The furniture as a general thing corresponded with the external appearance of the buildings. I am happy to say, however, that since the new law came into operation many of the old-fashioned, time-honored long desks and deal benches have been laid aside as useless lumber, and their places supplied by seats and desks in conformity with the Regulations.

APPARATUS. — I found on my first tour through the county that the schools were nearly destitute of maps, and the whole blackboard surface, if collected together, was scarcely sufficient for a half dozen good schools. Globes were unheard of, and in fact the only semblance of school apparatus in nearly every district was the private property of the teachers. I have urged the importance of these matters upon the trustees, and am glad to find that in many districts they are making laudable efforts to meet the requirements of the law. I can safely say that more money has been expended for this purpose in the county during the past year, than for a period of twenty years heretofore. Teachers by persistently urging the point upon the trustees, can do much to secure a proper supply. When the matter is placed in its proper light, men see that it is just as reasonable to expect a tradesman to work without his tools as for a teacher to labour successfully without proper school apparatus.

GROUNDS. — The only grounds owned by the districts, as a general thing, are entirely covered by the school house, and this very often infringes upon the Queen's highway. Wherever new houses have been built I have insisted that the school lots purchased should conform with the law, and the people have in general given a cheerful compliance. In a large number of the districts suitable lots have been purchased during the past summer. Public sentiment requires a great deal of education upon this point. People have to be taught that a piece of land which is of no value for any other purpose in the world is not the most desirable for a school lot, an opinion which too often prevails in the country districts. In the towns the streets have heretofore been regarded as the legitimate playgrounds; but I am happy to say that the several boards of trustees are taking a different view of the matter, and are purchasing ample grounds, and displaying proper taste in their improvement.

TRUSTEES. — At the first annual meeting too little importance was attached to the selection of suitable trustees. Men should be chosen who are intelligent and who take a lively interest in the progress of education. I have endeavored to impress upon the people, in my intercourse with them, that these offices will be the best filled by zealous, intelligent and influential men; and I trust that my suggestions will be acted upon at the next annual meeting. I found, on examination of the school registers, that in many districts the trustees have neglected to visit the schools as frequently as required. I have endeavored to impress upon them the importance of their doing so, and the encouragement that would be given both to pupils and teachers by such a course. It will require time to work up a due appreciation in regard to this point.

TEACHERS. — The supply of trained teachers in this county is limited, and I have been obliged to grant several local licenses under Regulation 32. The time was when a person unfit for any other pursuit in life was thought fit to "keep" school. That time has gone by, but it has left us a few of its relics, and there are districts in which the economical feeling is so strong that they can find employment. We have a few excellent teachers, who are working with skill and enthusiasm, and are doing much to make the present system popular. We have some who are working zealously, but it is zeal without knowledge; they have no regular system, and if supplied with maps, blackboards, etc., would not know how to use them to advantage. This class, with proper encouragement, will improve themselves, and come up to the exigency of the times. But there is another large class, who lack the most essential requisites of instructors of the young, and who must be swept away by the tide of improvement.

TEXT BOOKS. — On my first tour of inspection I found books of every kind in use, from time-honored Dilworth down to the prescribed set. I am happy to say that this state of things is fast passing away. The prescribed books have been introduced into nearly every school, and are deservedly popular both with teachers and scholars.

ATTENDANCE. — One of the strongest proofs of the successful working of the law is the increased number of pupils attending the schools in operation. It is to be regretted, however, that the attendance is so very irregular both in town and country districts. Many intelligent men and heavy taxpayers are looking earnestly for the time when every district shall be compelled to support a school, and every child compelled to attend a certain number of days in the school year.

So far as I can learn, and I have had good opportunities for sounding the sentiments of the people. The law is every day becoming more popular; and I am confident that this will be fully demonstrated at the next annual school meetings. Men who at the last annual meeting stood aloof from the work, as so many do from any innovation upon worn-out systems, are beginning to acknowledge that the change has been beneficial. The trustees in districts which were lukewarm and apathetic are now arousing themselves, and striving to get their schools in operation. The demand for teachers, the liberal salaries offered, and the growing interest manifested throughout the country, show that a better era has arrived in our educational system.

The island districts are making vigorous efforts, and from several of them I have received official intimation that they intend competing for the grant to superior schools. Poor districts in which under the former system a school was never known to be in operation more than six months in the year, encouraged by the liberal provisions of the law, are seeking to reap a full share of the benefits.

A higher tone of sentiment and a greater *esprit du corps* is being developed among the teachers, which must be productive of good results. The signs of the times are hopeful, and we may look with confidence for rapid strides in the improvement of our schools and school buildings during the coming year.

In conclusion, I desire to tender my thanks to the many trustees, teachers, and ratepayers who have aided me in the work by their advice, influence, and encouragement, and have done so much to further the successful inauguration of our free school system.

I have the honor, &c., your obedient servant,

JAMES MITCHELL,

Inspector for Charlotte County.

GLOUCESTER COUNTY.

SIR,

During the school year that expired on the 31st ult. we had but six schools the first term, and seven the second term, in the county of Gloucester, in operation under the new School Act. In a great majority of our districts a decided opposition to this Act, and to the Regulations on account of their non-sectarian character, has hitherto prevented the establishment of schools, except such as the inhabitants in a few instances thought themselves able to support without Government aid. Several of these schools were soon closed again; the parents complaining that they had to pay too much, and the teachers that they got too little. These independent schools are found to be very costly; and there is reason to fear that in some cases, at least, it is not the financial resources alone of their supporters that suffer.

In some districts, but not in many, a most unreasonable dread of taxation has cruelly deprived the children during this year of the benefits of a school; though even where new school houses have to be erected, there is really no necessity for the imposition of a very heavy tax when the law is properly observed.

In the few schools in operation under the law a great deal of good has been effected during the past school year. Half of the teachers have been trained,

and their superior skill has evidently been of very great advantage to their pupils. While due attention has been paid to the most important branches of a common school education, instruction in vocal music also has been given in some of the schools. At the close of a recent examination, all the children present joined most cordially, and in almost perfect unison, in singing a hymn inculcating brotherly love and aid. Such an exercise cannot fail to be productive of much good, in various ways. For one thing, it tends very much to make a school what every school ought to be, attractive to the young.

It is gratifying to observe that the trustees of the schools which have been organized under the law have generally attended to their official duties in a way that entitles them to the cordial thanks of their constituents. Several of them have spent a deal of time in endeavouring to bring their schools into good working order, especially in the districts where new school houses had to be provided.

It appears that a great deal of unreasonable and bitter prejudice against the School Act and the regulations has been created by very discreditable misrepresentations. Some of our prominent opponents of the law, who claim to be well qualified leaders of public opinion, have persistently called the attention of their neighbours to certain sections of the Act, and to certain regulations, representing them as oppressive, &c. &c., while they have taken particular care to say nothing whatever respecting the provision so thoughtfully and kindly made by our legislators for the special benefit of poor districts and of indigent individuals, without the least reference to the religious or the political opinions of the necessitous. Opponents of this class seem to have been also very careful to say nothing of such regulations as the twenty-second, which so emphatically enjoins "each and every teacher to strive diligently to have exemplified in the intercourse and conduct of the pupils throughout the school, the principles of Christian morality," without interfering, or permitting interference, with the religious tenets of any pupil.

It does not appear to be very consistent in those who make a great outcry about the alleged injustice and "Godlessness" of the law to excite hostility, in this way, against it and its authors. Had they been fortunate enough to be educated in accordance with a law like this, some of them would most probably have been much better instructed than they have been in the science of relative rights and duties, and might have become much better practical christians than they are said by their neighbours to be. They might have been more disposed than they are to *do* justice, as well as to demand it, and to assist in improving the law, rather than in disloyally denouncing and rejecting it. But I am happy to say that among those who consider themselves aggrieved by certain sections of the act, and by some of the regulations, we have some influential and candid men who have honorably done much to allay the insurrectionary spirit that others had recklessly aroused.

I cannot conclude without acknowledging, on behalf of our districts that have complied with the law, the kind encouragement given to these districts by the Government. I earnestly hope that, during the current school year, many other districts will entitle themselves to similar encouragement, and thus assist in promoting among the youth of our country, that intelligence, and that christian morality, which are essential to a nation's power and happiness.

I remain, Sir, yours respectfully,

JAS. SMITH.

THEODORE H. RAND, Esq., A. M.,
Chief Superintendent of Education.

KENT COUNTY.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

SIR,

In furnishing you with a very brief report of educational matters in Kent for the year ended Oct. 31, I shall confine my remarks chiefly to those school districts which have accepted the Schools Act.

Where this Act has been embraced, as in Weldford, the schools have been nearly doubled in number; but in Dundas, St. Louis, and portions of other parishes inhabited chiefly by French, the law has been rejected, and the schools closed, except a few, say eight, which have been supported entirely by private means.

The number of districts which have availed themselves of the advantages of the law within the year is 32, with 36 schools, giving employment to 13 male and 23 female teachers, distributed as follows; viz., 2 in Carleton, 1 in Dundas, 3 in Harcourt, 9 in Richibucto, 2 in St. Mary's, 14 in Weldford, and 5 in Wellington.

Other districts would probably have fallen into line, had not the law been grossly misrepresented, and had not expectations been entertained that soon it would either be repealed, or accommodated to sectarian prejudice. This may fairly be inferred from the fact that several districts, which were afterwards deterred from further action, had organized at the January meetings, and voted money for school purposes.

TRUSTEES. — The trustees of some districts have manifested a commendable zeal for the prosperity of the school, and by their frequent visits, as well as by other means, have exerted a most beneficial influence on both teacher and pupils; but I regret to have to report of other trustees that they seldom or never visit the schools, and seem to have little idea of the responsibility they incurred on accepting office, and making the declaration required by law. Such neglect and indifference is deplorable, since there are few teachers able to sustain the interests of the school, if trustees and parents do not lend their countenance and cordial support.

SCHOOL HOUSES. — Although the school houses in this county are generally very inferior, yet such has been the unsettled state of educational interests, that but little improvement has been effected during the year. It is true that school houses have in some instances been repaired and refitted, but no new ones have been erected under the provisions of the Act, except one at Bass River, Weldford, and one in the parish of Harcourt, where also another is in progress of erection. School sites, and dissatisfaction with district boundaries, have in several cases checked all effort in the direction of providing a school house.

The one referred to at Bass River, built at a cost of nearly \$1000, does great credit to the district. Dimensions 44 × 25 feet, with ceiling 14 feet in height, and class-room 12 × 12. It is furnished with seats and desks (with cast-iron supports) for over 70 pupils, and is provided with wall maps, black board, &c.

In providing means of ventilation, the trustees were guided by the regulations of the board, but they have not yet been able to procure a "jacket" for the stove. The building has a very attractive appearance, and when the

grounds shall be levelled and fenced in, and the outhouses completed, it will form a singular contrast with the low, dingy little hut that served for a school-house under the old law.

It will be a difficult matter to overcome prejudices existing in many districts, and carry out the regulations of the board, as to school grounds, school furniture and apparatus; but we may hope that during 1873 considerable progress will be made in Kent as in other counties in these important objects.

TEACHERS. — I have already given the number of the teachers employed under the "Act" in Kent. It is fair to expect that now, under the advantages enjoyed, and to be enjoyed by teachers, there will be a corresponding advance in the efficiency of their labours.

CONDITION OF THE SCHOOLS. — I have visited, and examined more or less thoroughly the legally authorized schools once in each term of the year, and had the pleasure of reporting some general improvement at the time of my last visit. In the Richibucto and Kingston schools the attendance has been unusually large and the progress of pupils generally satisfactory; but in none of the schools in Kent have I met during the year with such tasteful reading, such specimens of penmanship or such excellent examples of spelling and dictation exercises, as I hope will characterize our schools ere long.

The new books, and especially the Royal Readers, are well received.

It is doubtful whether those districts which have hitherto rejected the Act, can be induced to hold the annual meeting. They are awaiting the fate or the triumph of the law.

THOS. W. WOOD,
Inspector for Kent County.

KINGS COUNTY.

SIR,

I beg to lay before you my report on the general state of the common and superior schools, districts, &c., in the county of Kings for the year ended Oct. 31, 1872.

In entering upon my duties as Inspector of schools for the county at the first of the year, I found my work to be of a very harrassing nature. The districting had been done rather hastily, the gentleman appointed for that duty (Mr. Wood) not having had sufficient time at his disposal to lay the districts off satisfactorily, and having been besieged in many instances by interested parties, who were somewhat selfish, districts were laid off in many cases that perhaps would not have been, had there been more time to hear both sides of the question.

The county had been laid off into 140 districts, subdivided among the parishes as follows:

Greenwich.....	6	Hammond.....	6
Hampton.....	9	Havelock.....	11
Kars.....	4	Kingston.....	12
Norton.....	8	Rothsay.....	5
Springfield.....	11	Sudholm.....	19
Upham.....	8	Westfield.....	11
Sussex.....	30		

A few of these are border districts, lying partly within two counties.

In a large number of the districts there was a great deal of dissatisfaction, and I was at once beset, personally and by letter, with a great number of

petitions praying for alterations in the boundaries. In many cases the prayers or the petitions were complied with, but in still more no alterations were made.

Up to the end of the school year five new districts had been formed and alterations made in 64 others, leaving a total of 152 districts.

It will no doubt be necessary to have several more new districts formed, with numerous alterations in others, before the law will work satisfactorily throughout the county.

A majority of the people of this county were against taxation for schools before the passage of the present school law, but since it has come into operation a large majority are willing to accept it.

Unfortunately the first arrangements of the districts alienated many friends of the law, and placed many others in such positions as to make them appear as if they were opposed to it, when it was simply alterations in the districts they wished.

It is of course impossible to satisfy all parties, and it requires great care to discriminate between just complaints and complaints of those who merely wish to get the districts in such a position that they can vote down taxation; but after a few more judicious alterations it is quite probable that school affairs will move on smoothly.

Trustees were elected in 108 of these districts at the annual meeting, and including the new and altered districts, appointed by me in 32 more afterwards under Sec. 37.

These trustees, I am pleased to be able to say, with a few exceptions, have striven to make the law a success, some of them putting themselves to a great deal of trouble and expense; but there were a few who threw obstacles in the way, and did everything they could to make the law unpopular. The duties of a trustee are so onerous, and the collection of the tax is so apt to make hard feelings in the districts, that it is difficult to get the right men willing to take office.

Ninety of the districts voted money for the support of schools at the annual meeting, money being also voted in 26 other districts at special meetings, under Sec. 28.

In 37 districts money was voted for building school houses, but owing to various causes, (the principal of which were contention about the boundaries of the districts, want of school house plans, and a desire to hear the Judges' decision on the constitutionality of the Act before proceeding too far), only 6 were built during the year. Besides this, however, several old school houses were extensively repaired, and a few new buildings were purchased by districts from individuals.

There are altogether at present in the county 126 school houses, 33 of which may be classed as good, 37 as middling, and 56 as inferior to very bad.

Those classed as good are divided among the parishes as follows:

Greenwich	2	Hammond	2
Hampton	2	Havelock	0
Kars	0	Kingston	5
Norton	4	Rothsay	1
Springfield	2	Studholm	4
Upham	1	Westfield	3
Sussex	7		

There will no doubt, at the end of the present year be a great addition to the number classed as good, as the districts wishing to build will be supplied with plans of school houses, and the disputes concerning the boundaries will be mostly adjusted.

In about 20 districts the school furniture might be classed as good, being of the prescribed pattern; in about 40 others, although not all of the prescribed pattern, it is passable; and in about 52 it is very poor. A few of the districts procured new furniture during the past year, but many others who had money voted for that purpose, did not do so on account of the cost which was considered too great, the excellent school furniture manufactured in St. John costing on an average about \$4.00 per pupil. This being more than most districts had voted for the purpose, the purchase was postponed for a time, in hopes of getting their furniture for less.

Many of the schools have supplied themselves partially with apparatus under the new law; yet still there is a great want, particularly with regard to maps and blackboards. Attention having been called to this matter, I am in hopes of better things in the future.

Very few of the districts have grounds of any extent in connection with their buildings, and fewer still have them improved as they ought to be; but at the end of another year, it is quite evident from the interest manifested in the subject, that it will be the exception, and not the rule as now, to be without proper grounds.

In the winter term there were 67 schools in operation, with 71 teachers, there being four assistants; and in the summer term there were 89 schools in operation, with 94 teachers, two being assistants; and two of the districts having changed teachers during the term. * * * * *

There is a great want of teachers at present throughout the county, particularly male teachers of the first and second classes. Many such could obtain employment at good salaries. To the numerous applications to me for teachers I have continually to reply that I do not know of any teachers at present disengaged. Of the quality of the teaching in the different schools in operation I am of course unable to report, not having been *required* by the Board of Education to examine the pupils in any except the competitors for the superior school grants; but the majority of them appeared to be doing well.

A few, owing to contentions about boundaries, made very small averages in proportion to the number of children in their districts, but in most of these cases the difficulties have been removed.

Ten districts gave notice of their intention to compete for the superior school grant for the past year, but only seven of these obtained suitable buildings and procured teachers in time to compete. Six districts succeeded in obtaining the grant. * * * * *

Although scarcely any of these came fully up to the required standard, in buildings, grounds, furniture, apparatus, and quality of teaching, yet those at Sussex Corner, Spragg's Point, and Clifton, and more particularly the first, are especially deserving of mention for their excellence. Owing to the delay in procuring the prescribed books and apparatus, and the confusion of starting, many allowances were made in favor of the competitors, with the distinct understanding that they must be fully prepared in future.

There were two graded schools in the county during the past year, one at Hampton Station in both terms, and one at Kingston Village during the part of the summer term. The one at Kingston Village is doing good work; but that at Hampton Station, owing, in part, to the lack of proper buildings, is not doing quite so well.

The ratepayers in 35 of the districts were convened by me at public meetings, for the purpose of enquiring into complaints or disputes concerning boundaries, and of endeavouring to organize the unorganized districts. I am happy

to be able to say that I have thus succeeded in getting trustees appointed for all the unorganized districts except 9, and money has been voted in all except 28.

The school law seems to be gaining favour every day, notwithstanding the turmoil made by dissatisfied parties; and although no doubt a few districts that have already voted money will fail to come to the mark at the annual meeting, yet there is every probability that there will be a larger number at work for the coming year than in the past, for nearly all the unorganized districts are likely to organize and vote money for the support of a school.

In concluding this report, I would wish to express my sincere thanks to the trustees of schools and other friends of the law, who materially assisted me in my work.

DAVID P. WETMORE.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

QUEEN'S COUNTY.

T. H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

In presenting you with the first annual report of my work as school Inspector for the County of Queens, from January 1st 1872, to October 31st 1872, I feel that mere words and figures cannot give an accurate account of the labours undergone: and if I proceeded to the details of such work, I think I should soon weary the perusers of such a report.

I shall confine myself to general matters, and give a few brief remarks on each head.

I may state first that there are 10 parishes in the county of Queens, comprising 110 school districts, and besides these there are two districts in the parish of Clarendon, Charlotte county, also under my care; making a total of 112 school districts. From the copies of the minutes of school meetings which were sent to me by nearly all the districts that complied with the law, I have made out the following Statistics.

The parish of Petersville contains 17 school districts, 11 of which complied with the law, and voted money, leaving 6 districts not in operation from various causes. The 11 districts voted the sums placed opposite their numbers, as follows:

No. 1,	.	.	.	.	.	.	.	\$500.00	No. 12,	.	.	.	.	.	.	.	Forward,	\$1544.00
3,	.	.	.	.	.	.	.	200.00	14,	.	.	.	.	.	.	.		600.00
4,	.	.	.	.	.	.	.	80.00	15,	.	.	.	.	.	.	.		200.00
9,	.	.	.	.	.	.	.	100.00	16,	.	.	.	.	.	.	.		200.00
10,	.	.	.	.	.	.	.	500.00	17,	.	.	.	.	.	.	.		50.00
11,	.	.	.	.	.	.	.	104.00										150.00
Forward,								\$1544.00	Total,								\$2744.00	

The parish of Hampstead contains 9 school districts, 7 of which complied with the law, leaving 2 not in operation. The amount of money voted was as follows:

No. 1,	.	.	.	.	.	.	.	\$140.00	No. 6,	.	.	.	.	.	.	.	Forward,	\$895.00
2,	.	.	.	.	.	.	.	110.00	8,	.	.	.	.	.	.	.		105.00
4,	.	.	.	.	.	.	.	500.00	9,	.	.	.	.	.	.	.		150.00
5,	.	.	.	.	.	.	.	145.00										100.00
Forward,								<u>\$895.00</u>	Total,								<u>\$1250.00</u>	

In the parish of Gagetown, there are 7 school districts, 3 of which complied with the law; leaving 4 not in operation. Amount voted was as follows:

No. 2, A,	.	.	.	.	.	\$120.00
3,	:	:	:	:	:	250.00
6, A,	.	.	.	.	.	230.00
						<hr/>
					Total,	\$600.00

In the parish of Canning there are 8 school districts, 6 of which complied with the law, leaving 2 not in operation. Money voted as follows :

No. 1,	.	.	.	.	.	\$130.00	No. 7,	.	.	.	.	Forward,	\$335.00
2,	.	.	.	.	.	130.00	8,	.	.	.	.	.	450.00
3,	.	.	.	.	.	80.00		.	.	.	.	.	240.00
4,	.	.	.	.	.	45.00							
												Total,	\$1025.00
						Forward, \$335.00							

The parish of Chipman contains 14 school districts, 10 of which complied with the law, leaving 4 not consenting. Money voted as follows :

No. 1,	.	.	.	.	.	.	\$320.00	No. 9,	.	.	.	.	.	.	Forward,	\$1553.00
2,	.	.	.	.	.	.	104.00	11,	.	.	.	.	.	.	.	155.00
4,	.	.	.	.	.	.	24.00	12,	.	.	.	.	.	.	.	550.00
5,	.	.	.	.	.	.	250.00	13,	.	.	.	.	.	.	.	400.00
6,	.	.	.	.	.	.	325.00		.	.	.	.	.	.	.	400.00
8,	.	.	.	.	.	.	530.00									
							<u>\$1553.00</u>								Total,	<u>\$3058.00</u>
							Forward,									

Waterborough parish contains 10 school districts, 6 of which complied with the law, leaving 4 in the negative. Money voted as follows :

No. 1,	.	.	.	.	.	.	.	\$50.00	No. 7,	.	.	.	.	.	.	Forward,	\$230.00
2,	.	.	.	.	.	.	.	10 00	10, A,	.	.	.	.	.	.	.	75.00
4,	.	.	.	.	.	.	.	150 00								.	45.00
5,	.	.	.	.	.	.	.	70 00									
																Total,	\$400.00
								Forward,	\$230.00								

The parish of Cambridge contains 12 school districts, 10 of which were assenting to the law, and 2 in the negative. Money voted as follows :

No. 2.....	\$200.00	No. 8.....	150.00
3.....	170.00	9.....	150.00
4.....	180.00	10.....	160.00
5.....	125.00	11.....	60.00
6.....	80.00	12.....	200.00
Forward	\$755.00	Total	\$1475.00

In the parish of Wickham there are 11 school districts, 7 of which were consenting, and 4 in the negative. Money voted as follows :

No. 1,	.	.	.	.	.	\$670.00					Forward,	\$1122.00
2,	.	.	.	.	.	120.00	No. 6,	.	.	.	.	120.00
3,	.	.	.	.	.	182.00	10,	.	.	.	.	200.00
4,	.	.	.	.	.	150.00	11,	.	.	.	.	170.00
						\$1122.00					Total,	\$1812.00.

The parish of Johnston contains 17 school districts, 8 of which complied with the law, 9 in the negative. Amounts as follows :

No. 1,	\$250.00	No. 12,.....	Forward, \$800.00
2,	280.00	13,.....	.60.00
4,	100.00	16,.....	46.00
6,	90.00		70.00
9,	140.00		
	Forward, \$800.00		Total, \$1036.00

In the parish of Brunswick there are 5 school districts, 4 of which were assenting, and 1 in the negative.

No. 1,.....	\$200.00
2,.....	200.00
3,.....	150.00
5,.....	150.00
	Total, \$700.00

In the parish of Clarendon, Charlotte county, no money was voted.

Thus out of 112 school districts, 72 complied with the law, leaving 40 not in operation. The total amount of money voted was \$13,900.00.

The trustees as a rule are the best men that could be selected, and have done all they could to carry out the provisions of the law. They required a great deal of explanation in many cases, but this was only to be expected in the making out of a new set of rules and regulations. I must here give my testimony to the fact, that the trustees have always aided my efforts to the best of their ability in carrying out improvements.

The school houses are in a bad condition generally in this county, the furniture is poor, and the grounds are seldom fenced in and taken care of, and with a few exceptions are destitute of out houses.

The Text Books and apparatus required by the regulations are very slowly acquired, although there has been a great improvement during the summer term. The people dislike to change their old books for the new ones prescribed, but in every instance where they have done so they are fully satisfied.

The teachers for the most part have entered into the spirit of the new law, and I can see in many instances great progress from their renewed efforts. We had one instance of a teacher leaving her school without proper notification, leaving the trustees with an idea that she was only going to take her proper holidays, but she never returned to the school. She had gone into a distant part of the country before I was made aware of the facts. I have also found one or two teachers a little too exacting about requiring the fires to be lighted for them and other little details, which teachers under the old law did for themselves. There is no doubt that teachers legally may require all these things to be done for them, but I have suggested to such parties that they must have a little patience with the people until the law gets fully in operation, before they require the people to come up to the very letter as well as spirit of the new act. I may add that no female teachers have complained as yet, but only able-bodied young men who ought not to think it a hardship to occasionally light a fire when everything is found ready for the purpose.

As regards the schools in operation, there are a greater number of children attending school in such districts than ever there were before.

In a great many of the unorganized districts, difficulty has arisen from defects in the boundary of such districts, and I have hopes that if the alterations I have proposed to the Board of Education are favourably entertained, that a great many more districts will next year be working in accordance with the law.

There are some districts where the opposition to schools supported by taxation is strong, and from all I can find out by conversing with such parties they are holding back because they imagine the law is to be annulled, and there will be a return of the old state of things. I need scarcely say in this report that I could not afford such parties any comfort in their hope, as I know it to be delusive, besides being detrimental to the best interests of education.

Although this year we have had much opposition to contend with, mostly from interested parties, yet I look forward to a better feeling next year; for the best way to overcome discontents in this matter, is to let them see that the law will work where people are willing to give it a fair trial; and that no amount of opposition will deter the friends of free schools from carrying out the law as it now stands.

For the seeming paucity of facts in this report, I must plead the fact of this year being simply a trial of a new system, but I think that another year I shall be able to offer something for the perusal of those who take an interest in Education, that will show that Queens county is alive to its true interest in this matter, and that we are moving in a right direction.

I forgot to say in speaking of the condition of the school houses, that several new ones have been built this year, of a far better character than any of those we had in existence; in fact we have a new grammar school house in Gagetown of which we are justly proud.

I remain, Sir,

Your Obedient Servant,

BENJ'N SHAW,

Inspector for Queen's County.

COUNTY OF NORTHUMBERLAND.

To T. H. RAND, Esq.,
Chief Superintendent of Education.

Sir,

Owing to my being in the country, your telegram of the 28th did not reach me until the 31st October. I now forward you the following hurried report, hoping it will reach you in time.

I am sorry to say that throughout the whole of the county of Northumberland there is a very large amount of dissatisfaction existing among the people with respect to the present school law, many having refused to pay either county or district assessment. As a whole, the catholics are opposed to it, and in a large number of the districts in which they are a majority, they have voted it down, and will continue to vote it down. In many of the districts the law was voted down simply because the inhabitants were opposed to district assessment for the support of schools, and I feel confident that the children in those districts will remain without education just so long as the ratepayers enjoy the privilege of accepting or rejecting the laws at the district meetings. In many of those districts that have accepted the law and voted an assessment, the people complained of the two assessments — county and district — and say that they would prefer it if there was only one. The trustees as well as many of the secretaries have expressed the same wish, at the same time stating that they would prefer if both school assessments were made by the assessors of rates for the parish. The reasons given me by the majority of the

secretaries for wishing this change, was, that the percentage allowed them by the law for collecting by no means remunerated them for the large amount of time and trouble it took to perform the work. There is also considerable dissatisfaction in many of the districts with respect to the manner in which they have been laid off, but I feel convinced that no matter what changes may be made, dissatisfaction will still continue to exist. In many of the districts it has been almost impossible to get men fit to act as trustees, owing to the ratepayers lacking the necessary qualifications for the office, consequently the business has had to be done by the teachers. I have not been able to travel over the whole of the county, owing to a large portion of my time being devoted to settling boundary difficulties between districts, and travelling over districts outside of the law and urging upon the inhabitants to accept it. With some of the districts I have succeeded, and they now have schools in operation, but with many others I could not succeed, and they are still outside of the law. * * * * *

JAS. J. PIERCE,
Inspector Northumberland.

Nov. 2, 1872.

NOTE.—The omitted portion of this report is of the nature of a memorandum of the different schools and districts, and of the visits made by the Inspector, facts embodied in Parts 1 and 2 of the Chief Superintendent's Report. T. H. R.

RESTIGOUCHE COUNTY.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education.

Sir,

I beg to submit the following Report of the schools in Restigouche for the year ending October 31st, 1872.

According to the directions of the Board of Education the organization of the various school districts has received special attention, with very encouraging success. The schools in operation are triple the number that were in operation at any given period during the preceding year. A still greater number would have been in operation, if there had been school houses in certain districts.

Lectures have been given on the school law, and on the importance of education, with the best results.

During the year several school houses have been erected, and others are in the course of construction, which are all according to the plans furnished by the department.

Considerable attention has been given to the districts where the established boundaries required to be changed. In such cases special regard has been had, as far as consistent with the right working of the law, to the wishes of the people, and what would best promote the cause of education.

I have examined the schools several times. The teachers are faithfully discharging their respective duties; and the pupils have made considerable advancement in the various branches studied. The graded school in Dalhousie, and the superior school in Campbellton, are in a high state of efficiency.

At the beginning of the year the schools were nearly destitute of wall maps. Already a number of the schools have been provided with them, and others will be supplied as soon as the funds of the different districts will admit.

The books prescribed by the Board of Education have been universally adopted in this county, and are very highly appreciated by the teachers and by those who take an interest in education. The reading books are fascinating to youthful minds, and greatly facilitate their progress in the art of reading, and gaining useful knowledge. The grammar and geography possess many excellent qualities, which merit the highest commendation. Every advanced pupil in our schools should carefully study the gracefully written histories of Greece and Rome, and obtain an outline of the events of such an important period of the world's history.

A number of the most active and best educated young people in the county have been induced to become teachers, in order to meet the great demand which the new school law has created. Others are qualifying themselves for work.

The school Act, besides giving a decided impulse to the cause of education, has provided schools in various districts which had no schools before; and which, otherwise, would not have enjoyed the benefits of education for a long number of years.

The public works which are going on in the county have militated very materially during the summer term against the attendance at the schools. They will be filled with pupils during the coming winter term.

It is projected to have a few additional superior schools established in the different parishes, which will be very acceptable to the people.

I remain, Sir,

Your Obedient Servant,

THOMAS NICHOLSON,

Inspector for Restigouche County.

ST. JOHN COUNTY.

To the Chief Superintendent of Education.

Dear Sir,

In accordance with your request, I proceed to lay before you a report of the condition of schools in the county of St. John, to the 31st October, 1872.

I may premise that this being the first year that the school act has been in operation, there have been imperfections in working it out, chiefly arising from misconception, which will be prevented in future by a better knowledge of its requirements.

I propose to report separately the schools of St. John and Portland, and those of the out-parishes of the county.

In the City of St. John (which includes Carleton) there were employed in the summer term 81 teachers, of whom 27 were male teachers and 54 females. Of these 4 have ranked as assistants.

In the town of Portland, there were employed in the same term 33 teachers, of whom 16 were males, and 17 females. Of these 4 ranked as assistants.

In the city of St. John, with the exception of the grammar school, there are no buildings for school purposes which may be called public property, all belonging to private individuals, or some ecclesiastical body. The fact that there were no public school houses in the city has always been a standing disgrace, but for want of an organized school corporation that disgrace could not be removed. In Portland, too, there is just one public school house. The teachers, who, for the most part, had to struggle for a subsistence, were com-

pelled to provide at their own expense, school accommodation for their pupils, as best they could; the result was, that in many cases, the rooms were wretchedly unsuitable, often so poorly ventilated as to endanger the health both of the teacher and scholars. Blame was often laid on the teacher, and perhaps sometimes justly, but wherever the blame lay, a reformation was imperatively required. It is gratifying, now, to witness the changed character of the school rooms. No buildings have, as yet, been erected, but the trustees have succeeded in renting rooms much more adapted for school purposes than those formerly in use. There were, indeed, some few very good school rooms which have been secured by the trustees.

Proper school houses will have to be erected to afford suitable accommodation for the pupils; this will involve a considerable outlay, but it is an expense that should have been incurred long ago. We shall then compare favourably with other cities, and a public reproach will be wiped away.

Another pleasing feature in the new system, is, that the school buildings are properly furnished, which in most of the schools, previously was far from being the case. It has been frequently remarked, that "the school house itself is an educator." This is unquestionably true. Children intuitively learn to respect themselves when they are surrounded by circumstances that are adapted to create such feelings; and this I think is strikingly seen in our schools at the present time. Having inspected the St. John schools for several years, I can see a marked improvement in the personal appearance and deportment of the pupils during the past year.

Another item, and a most important one, in obtaining good schools, is the retaining the continued services of efficient teachers. This can only be hoped for by affording them adequate salaries. The trustees of Saint John and Portland wisely resolved, at starting, to give their teachers liberal salaries; some of them, no doubt, who had been very successful, had as large, or even larger incomes from their schools before; but many were unable to get in a profession they had from choice adopted, a remuneration with which they ought to be satisfied; besides which, in all cases, there was a great uncertainty about receiving that which was justly their due. Now receiving their salaries regularly from the trustees, many will be content to continue in the service, who otherwise would have been tempted to leave it in disgust.

Another very great improvement is the grading of the schools; the value of this is well understood by every practical educator. Formerly, teachers who were capable of giving instruction in classics and the higher branches of mathematics had also to teach the alphabet to babes; now every grade of pupils having a suitable teacher, their progress must be more rapid, and the work more satisfactory to the instructor. The grading of the schools is not as yet perfect; but very efficient steps have been taken towards that desirable end.

There is one great drawback to all these advantages in the schools both of St. John and Portland, namely, in most cases, the crowded state of the school rooms. The rooms are so completely filled with desks, as to make it impossible to form classes, in spaces apart from the desks, by which means the intelligence and progress of the pupils may be distinctly ascertained, and greatly promoted. The difficulty of securing a sufficient number of suitable school rooms, especially in Portland, prevents at present much improvement in this respect.

In closing this notice of the St. John and Portland schools, I feel bound as a matter of simple justice to mention the zeal and earnestness of the respective boards of trustees. The anxious care they have displayed, and the con-

stant untiring efforts they have made to give effect to the new law, and to promote the efficiency of the schools under their charge, is beyond all praise; especially when we remember that, as gentleman engaged largely in business, their time is exceedingly valuable. They have felt the importance of the honourable trust placed in their hands, and have cheerfully made the necessary sacrifice which that trust demanded. While adverting to this subject it is proper to mention that remarks, similar to those above, should be made with regard to several districts in other parishes of the county, where gentlemen have given unremitting care to the interests of the schools. A striking contrast this to the apathy formerly existing, though the office is now, as then, perfectly gratuitous.

OUT PARISHES. — I have found a report very industriously circulated in some sections of the county, that under the new law there were scarcely any schools in existence. On the contrary, I am able to state that in the parishes of Lancaster, Simonds and St. Martins there are but few districts in which schools have been usually kept, that have not maintained one, for, at least, a part of the present year; and more schools would have been in operation, but for the difficulty of obtaining the services of efficient teachers. In two of the districts, I believe religious differences may have been the cause of there being no school, and in five or six cases disputes about the location of the school house have prevented the establishing of schools during the present year; but in most, even of the country districts, the schools have been more largely attended, and so much more efficiently conducted, than they were before, that when all considerations are weighed, the balance is greatly in favour of the new law.

There are many districts laid out in the county, especially in the parish of St. Martins, where there has been no school, but in most of them there never was any school, nor, for want of a settled population, is it likely there will be one for years to come. Some of these are milling establishments on the shore of the Bay of Fundy, where men work for the summer season, while their families reside elsewhere. The area of these districts is very large, comprising from 20 to 40 square miles, almost entirely forest land. It was deemed necessary to lay out these districts, as, at some future time, there may be a sufficient resident population to maintain a school.

LANCASTER PARISH. — In districts No's. 1, 2, 3, 4, 5, 6, 10, 11, 12, 13, 14, 15 and 16, schools have been usually kept, and there have been schools in them for the whole or for a portion of the present year. In several of them, schools would have been maintained for a longer period, but for the impossibility of obtaining suitable teachers. Districts Nos. 7, 8, 9 and 17 have not for several years had a school, excepting No. 9, which had a school for a short time a year ago. They are very unfavourably situated for schools, but as they rank as poor districts, I hope with the special aid thus afforded they may be induced in the coming year to make an effort to give their children the blessing of education.

I visited all the schools in the districts above enumerated, and found them all progressing satisfactorily, some of them much more than in former years.

ST. MARTIN'S PARISH. — Schools have been in operation in districts No's. 1, 2, 3, 4, and 10. I found all these schools in a generally satisfactory state, especially in Quaco No. 2. There are four schools in this district, all efficient. Formerly it was disheartening, in a population so intelligent, wealthy, compact and numerous, not to find more than one or two schools that could

be looked upon with satisfaction. In the westward of the district there was one very good school house and one of a very inferior character, but in the central part not one of any kind. There were several small schools, taught by any one who hired a room, but everything was most unsatisfactory; the rooms were small, inconvenient, ill-ventilated and poorly furnished, altogether unworthy of such a locality. Now, well furnished rooms are engaged, not exactly the kind that are needed, but greatly superior to what existed before, and the schools are conducted by competent, well educated teachers.

Districts No's. 6, 9, 12, 13, and 14 have been without schools for one, two or three years, and have had none during the past year. Districts No's. 5, 7, 8, and 15 have been mentioned in a former part of this report as having no schools, nor a prospect of any at present, for want of population.

SIMONDS PARISH. — Schools have been in operation either for the whole or part of the year in districts No's. 1, 4, 8, 9, 10, 11, 12, 14, 16, 18, 19 and 21.

Some of them have been very efficiently conducted, and nearly all quite satisfactorily. In districts Nos. 2, 3, and 6, schools have been occasionally kept in former years, but there has been none this year. No. 23 has generally had a school, but from some difficulty about the location of the school house, they have not had one this year; the difficulty is, however, now removed, and they are about to commence a school. Nos. 5, 13, 15, 17, 20 and 22, have scarcely ever had a school for several years past, and have had none during the present year. Some of these districts are so sparsely settled, that it will be difficult to maintain a school, even though they may have the benefit of ranking as poor districts; but in some cases it springs from a culpable apathy that it is hoped the present law will succeed in destroying; for when it is found that the county school tax, at least, will have to be paid, and that other districts where schools are kept will receive the share that would fall to them, they will, it may be presumed, bestir themselves to get schools for their own children.

Much has been accomplished during the past year, notwithstanding the opposition that the law has to contend with; but much remains to be done. School houses have to be erected with suitable play grounds, of which at present there are none worth mentioning.

Some serious mistakes were made at the commencement of the year in the matter of assessment. In some cases too small a sum was voted, and as a consequence a school could only be kept for a portion of the year, or the trustees could not secure the services of such a teacher as they needed. In other instances too large a sum was granted, which made the assessment so high that sincere friends to the principle of free schools have felt that they had just reasons to complain: while opponents of the law have taken advantage of the mistake to denounce the system altogether. Experience will, however, rectify this error, and we shall soon come to know just what is wanted.

In concluding this report I feel tempted once more to refer to the provision of the school act, by which special aid is given to poor districts. I feel that this is one of the most beneficial features in the law, and one by which some districts have been enabled during the past year to keep better schools than they ever could before, and with very little difficulty to the inhabitants of such places.

I am, Sir,

Yours Obediently,

EDMUND HILLYER DUVAL

Inspector.

SUNBURY COUNTY.

The detailed memoranda furnished by Inspector Bridges appears in parts 1 and 2 of the Chief Superintendent's report. T. H. R.

VICTORIA COUNTY.

SIR,

In compliance with your request, I beg to lay before you my annual report upon the state of schools in the county of Victoria for the year ending October 31st, 1872.

Since the common school law came into operation, two terms have elapsed. I have in the course of each term visited the different schools established during that time.

In the first term ended 30th April last, of the 95 districts in the county of Victoria, 11 established schools (13 departments) employing 13 teachers.

The second term has seen this number increased to 14 (17 departments), having 17 teachers. As the trustees of Bairdsville closed up their school at the end of the first term, in order to build a new school house, not finding the old one suitable, there really has been four new schools opened in the course of the second term.

The statistics given above differ greatly from the statistics of preceding years*, and if the number of schools in session up to this day be compared with the number of districts which are still without schools, it will prove even less satisfactory. What may be the cause of such a result?

The majority of the population of the county of Victoria, being catholics, were opposed to the common school law from its very outset. A great number of districts refused to organize at the annual meeting, and others, though organizing, would not vote any sum of money for school purposes. For this reason, during the first term, among the catholic population, forming 60 districts, there were but two schools kept in accordance with the law, and this number was reduced to one, in the course of the second term.

* The 85 remaining districts having a population of a different creed, willingly adopted the new law, and immediately set to work. Amongst this popu-

*The following statement shows the number of schools and pupils in Victoria Co. in 1871 under the former law, and in 1872 under the new law, term being compared with term. It will be observed that very satisfactory progress has been made in the English parishes. It is a matter of regret that in the French parishes the people have not been equally willing to give the law a fair trial. The law is equally adapted to meet the educational wants of all the districts in the county.

WINTER TERM.				SUMMER TERM.			
1871.		1872.		1871.		1872.	
Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.	Schools.	Pupils.
Andover	2..... 92.....	4..... 204.....	4..... 218.....	7..... 306.....			
Gorden	2..... 67.....	1..... 49.....	1..... 48.....	1..... 55.....			
Grand Falls....	5..... 152.....	5..... 237.....	2..... 68.....	6..... 301.....			
Perth	2..... 76.....	1..... 57.....	1..... 36.....	1..... 64.....			
Lorne .....	.....	.....	.....	1..... 20.....			
Total,	11..... 387.....	11..... 547.....	8..... 369.....	16..... 758.....			
Madawaska	8..... 177.....	.....	6..... 124.....	.....		
St. Basil	2..... 44.....	.....	3..... 77.....	.....		
St. Francis	5..... 114.....	1..... 17.....	8..... 175.....	.....		
St. Leonard	4..... 81.....	1..... 12.....	5..... 123.....	1..... 12.....			
Total,	19..... 416.....	2..... 29.....	22..... 499.....	1..... 12.....			

T. H. R.

lation, therefore, we shall look for the schools established in this county, and I must say to their praise, these schools are remarkable for their good training and proper management.

The trustees have spared neither pains nor money to procure worthy and competent teachers. Mr. Watson, who kept so advantageously for the district the superior school of the parish of Gordon, left at the close of the first term. It is now under the management of Mr. S. Couillard, a trained teacher of great ability; and I do not hesitate to say that under the direction of this gentleman the school of arthurette, at present so prosperous, will soon become one of the best in the county.

The superior school of Tobique Village, Parish of Andover, is still in the skilful hands of Mr. Baird. This school, owing to the increase of the number of pupils, has been divided into two departments. One of these departments has been given to Miss Alice Garden, a first class teacher. This school is in a highly satisfactory state. Mr. Baird and Miss Garden are teachers whose services it would be desirable to retain at any cost.

Mr. Caldwell, who was obliged to discontinue teaching in the course of the second term, on account of Mrs. Caldwell's death, has finally retired. His retirement will certainly be regretted by the people of the Grand Falls. Our grammar school continues under the charge of Mr. Fenwick. In the course of the first term, another department was opened, and entrusted to the care of Miss M. Hammond, a second class teacher. These two departments are kept in the best possible order, and all the exercises of the different classes are eminently satisfactory.

If for a long period we have had cause to deplore the wretched appearances and bad condition of the school houses of this county, the time is approaching when it will not be thus. The importance of having a fine school house giving all the necessary accommodations, seems to be better understood. Everywhere the old hovels are done away with, and in districts not having houses, large sums of money have been voted for the erection of suitable buildings. With the emulation existing amongst the people, I may say with certainty, that in a few years the school houses of this part of the county may be advantageously compared with those of the neighbouring counties. I am sorry to say that nothing has as yet been done to procure the necessary apparatus. A few districts have, it is true, maps and black-boards, but nothing more; others do not possess even those. It is to be regretted that the people cannot understand the absolute necessity of suitable apparatus. When the great expense incurred for the erection of school houses and their furniture shall be covered, I hope the people will endeavour to procure these things so indispensable for the rapid advancement of the pupils.

The books prescribed by the board of education are at present in use in every school. Their introduction caused at first some confusion, as owing to the scarcity of the books, the pupils could not all obtain them at the same time. At present, both teachers and pupils can but praise them.

Such is the actual condition of the common schools of this county. There are but few schools; but those which are in session reflect great credit on the teachers and trustees.

Direct taxation, by stimulating the interest of all, has caused a better administration of school affairs. Since the people have had to contribute to the support of schools, they are not willing to waste their money, by employing incompetent teachers, and no doubt the compulsory assessment, opening a new educational era in the country, will secure an excellent result.

I do not hesitate to state that, if we consider but the part of the county where the law is in operation, the future appears under the best prospect. Many new districts have opened schools at the beginning of this term Nov. 1872, and several others are preparing to open theirs at the commencement of the next term. In a few years there will be no district, however remote or poor it may be, that will not possess a good school, where the children may obtain a fair education. With regard to the catholic population, the future is in no way promising. Nothing indicates when the common school law will be accepted, if at all.

Before closing, allow me to remark that the sum of 30 cents per inhabitant seems to be insignificant, but if we consider the numerous population and extreme poverty of the county, this sum, added to other county taxes and local assessment, becomes quite a heavy rate. A reduction, if possible, would certainly prove beneficial.

F. X. BERNIER,
Inspector.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

WESTMORLAND COUNTY.

THEODORE H. RAND, Esq.,
Chief Superintendent of Education.

Sir,

I beg to submit the following report concerning educational matters in this county, for the year ended 31st October, 1872.

The school districts of this county were necessarily hastily laid off, in order to be ready for the advent of the present law. It is therefore no wonder that some dissatisfaction existed with regard to bounds. Several alterations have been made, which I think will prove satisfactory to the people interested. Other changes will doubtless be suggested during the present school year. Of the one hundred and twenty seven districts, 67 had schools during the term ended 31st October. Of these, Botsford had 12, Dorchester 4, Moncton 13, Sackville 12, Salisbury 13, Shediack 4, and Westmorland 9; but there were in all 82 schools, and about 90 teachers. About half of the 60 districts without schools are French, or in which the French rate-payers are a majority. Districts without trustees are confined altogether to the French portion of the population, and I am not aware that any efforts are being made in them to organize. The districts without schools, exclusive of the French, were so because of having no house accommodation, and partly because of not being able to obtain teachers.

With respect to trustees, I have found them generally exercising good judgment and acting with unanimity; the few instances of difference arising in locating school houses.

Thirteen new school houses have been erected during the past summer, four in each of the parishes of Botsford, Moncton and Salisbury, and one in Westmorland. In several other districts, in all the parishes liberal sums were voted for this purpose, but for various reasons the erection of the houses has been postponed to the ensuing year. Beside the new ones, there are a few very respectable houses, erected before the present law came into operation, which

strange to say, are in the poorer districts, while the wealthier are the most barren of school accommodation. The remainder, which are the greater number, are of ancient origin, and in keeping with their old fashioned, tottling furniture.

School grounds, those of the new houses excepted, which are amply provided for in this respect, are confined to the areas occupied by the houses themselves, the highway being the play ground.

Of apparatus the schools generally are lamentably deficient, a map of the world and a blackboard, in very many instances, comprising the whole, and some without even these. The prescribed text books were only partially used last term, partly owing to the difficulty of getting them, but often through the neglect of parents.

Teachers in a general way were painstaking. If my observations are correct the present law, by the prompt mode of paying them it has instituted, has given their ambition an impetus in the right direction, causing them to feel that attention and industry in their honorable calling will as surely bring promotion as the same qualities invariably do in other occupations. At the same time truth compels me to state that a few — happily a few — seemed like drones in what should be hives of industry.

Little need be said as to the condition of the schools in operation. The germ of improvement at least is manifest, and much more cannot be expected until the system has time to develope its results. It has already largely increased the number of scholars, and several districts have trebled the number of their school-going children. The school registers generally, however, show too great an irregularity of attendance, the chief cause being, I suspect, negligence or over indulgence on the part of parents; but too often, I fear, because the teachers fail to make their school rooms the attractive places they should be.

There are many indications that the annual meetings now approaching, understanding, as the rate-payers do the details of the law and its *modus operandi* much better than they did at those of last January, will be conducted in a spirit of conservative liberality. I entertain no apprehensions that the requisite supplies will be withheld in any except French districts.

I am, Sir,

Your Obedient Servant,

R. WILSON, JR.,

Inspector for Westmoreland.

YORK COUNTY.

Sir,

In this county there are 150 school districts established by the Board of Education under the schools Act of 1871. As would be supposed, a great difference of opinion existed among the people themselves, as to how the districts should be laid out, and where the lines should be drawn.

After a very careful examination of the subject, it was found necessary to reconstruct, to a greater or less extent, sixty two of the districts as at first laid off, entailing a large amount of work on the agent, as well as adding largely to the inconvenience and trouble at the Educational Office. I am glad to be able to report that, with a few exceptions, this vexed and troublesome matter is tolerably well settled in York county.

At the annual school meetings in January last, quite a number of school districts organized by electing their trustees, and making other provisions for a school, by voting money not only for the payment of the teacher, but in many instances provision was made, either for the repairs of the existing school house, or for the erection of one. Such was the favour with which the new law was received, that before the close of the year, 136 districts had accepted the law, and were properly organized with boards of trustees, and ready to work. During the first term eighty-eight teachers were engaged, equal to the largest number under any previous law, and by the close of the year the number had increased to upwards of one hundred and thirty, making an unprecedented number of teachers engaged and schools in operation, and these free to all classes. Notwithstanding this increase there were causes which prevented some districts from opening schools, although they desired to do so. Some failed to secure suitable rooms in which to keep a school, while these houses were in course of erection. Other districts were unable to secure teachers, and in this way were deprived of the benefits of a school. Thus although the number of schools was large, yet had it not been for these hindrances it would have been still further increased. No better evidence need be required that the law has been generally approved by the people of the county, than to know that every available teacher was engaged, except it may be an occasional one, who demanded extraordinary conditions, and although a number of persons received local licences and were engaged in the service, the demand still exceeded the supply. Almost constant applications were made, especially during the summer term, for teachers.

Many of the old school houses have been thoroughly repaired and supplied with new furniture of the best quality. In addition to this, *thirty* school houses have been erected within the year, besides some large additions made to those already built.

Never in the history of this county has such an impetus been given to the cause of education within any one year, and from present appearances it is not likely to decrease. Upon the introduction of a new law like the present one, making such radical changes in many ways, it might be expected that the people would entertain a diversity of opinions respecting it, but in the course of time these differences disappear; the people find the law bears acquaintance; the more it is understood the better it is liked; so that, in my opinion, in a few years it will be a very unpopular act to attempt its repeal.

The gentlemen chosen as trustees are generally men of the right stamp. To them, in a measure, we are indebted for the success of the law. When called upon to select sites, either for school houses to be erected, or for those to be removed, they have, with great patience, and often loss of time, examined the different localities recommended for sites, and in almost every case they have been compelled to select one well suited for the purpose, having due regard to the pleasure, health and comfort of the children. But little, as yet, has been done toward improving and beautifying the grounds, as time has not permitted it, nor have suitable out buildings been provided on most of the grounds. No doubt these matters will soon receive due consideration, and a spirit of rivalry will spring up, in these particulars, and almost every district will make comfortable arrangements in these respects.

The unorganized districts I found on enquiry to be chiefly of the poorer class, localities in which there had been hitherto no schools. Some of these I have recommended to be placed on the list of "poor districts," yet from the want of information on the operation of the law, and fearing that taxation

would be burdensome, some have failed to take any action. I have paid special attention to these localities, and have given them every encouragement to organize a school *at once*, at the same time explaining the advantages the present law gives to the poorer sections. Some have already organized schools, others are preparing to do so.

Time would not permit me to examine as many of the schools as on former occasions, nor as I hope to be able to do in the future. In passing through the county each term I was enabled to supply the several districts with all necessary papers, and in addition to this, a very extensive correspondence has been kept up during the whole year, while many local difficulties have arisen to require my attention, leaving me very little time for relaxation from school duties.

The superior schools were regularly visited and examined each term, and several other schools; and from observation I believe the new law will add largely to the regularity of the attendance of the pupils and their general improvement, giving the teachers not only a deeper interest in their work, but a much better opportunity to advance their pupils in their various studies. The per centage of attendance *must* be largely increased, and in every way good will arise from the practical operation of the law.

Judging from the present feeling of the people in this county, the annual school meeting of 1873, will show a decided improvement in the business done, and the unanimity with which it is done, over that of 1872. Although the first annual meeting under the law was, every thing considered, a success; yet from present indications the second will be a still greater success.

Three schools were recognized in this county as superior; those at Marysville and Canterbury Station were graded at the end of the summer term, and hence will be taught in two departments, and it may be an assistant will require to be added. The former is largely indebted to Alex. Gibson, Esq., who has spared neither pains nor means to make it one of the first schools in the county. It is largely attended and very fairly conducted. The school district at Canterbury Station shows increasing signs of enterprise in the construction of a large addition to their already large school room, and also a dwelling house for the teacher and his family, the very thing Mr. Gibson has done for the school at Marysville.

The school at the mouth of the Nashwaak, in Douglas, is still prosperous, and although numerously attended, the Principal alone, "himself against a host," conducts it; his energy and tact are rarely surpassed. The ratepayers of this district so far appreciate their teacher's labours as to propose to increase his salary, so I learn, and are preparing to build a large and commodious school house. They have reason to be proud of their school, and will be wise to retain, if possible, the services of their present teacher for some time to come.

The schools in Fredericton have undergone an entire change. All are now properly graded, and commodious rooms, compared with those formerly in use, have been secured by the trustees, and competent teachers engaged to take charge of the respective grades; so that, instruction from the A. B. C. to the classics and mathematics may be secured by all the children of the city whether their parents are in affluent circumstances or otherwise. The whole system works admirably, and no one, who is free from prejudice, could witness the examination of these schools, without feeling proud that, even at so late a period, the "free school system" has been introduced into this province.

For years, as my former reports show, I have been anxious to see this system established as the law of this province, and I have done what I could

during this the first year of its operation, to remove every obstacle which might hinder its success, and have laboured to have the law understood. Measurably I have succeeded, but I will not feel satisfied till in every school district in the county a school is established at least during a part of each year.

The only serious drawback to the successful operation of the law in this county is the denominational dissent which has militated against its full and complete success in Fredericton. In the other parishes, this feeling is not manifested to any extent. In a few districts no money was granted for a school, but this was more the result of personal motives than from any denominational feeling. It is to be hoped that even this will prove to be but temporary, and that soon *all*, without regard to creed or nationality, will eagerly avail themselves of a boon which it will be little better than folly to reject.

Respectfully Yours,

E. C. FREEZE.

THEODORE H. RAND, Esq., M. A.,
Chief Superintendent of Education
for New Brunswick.

RECEIVED
1872

~~THEODORE H. RAND, Esq., M. A.,~~

RECEIVED
1872

APPENDIX C.

REPORT OF BOARDS OF SCHOOL TRUSTEES.

CITY OF FREDERICTON.

OFFICE OF THE BOARD OF SCHOOL TRUSTEES,

FREDERICTON, May 23, 1872.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education, &c.

Sir,

In compliance with the requirements of the "Common Schools Act of 1871," the Board of School Trustees for the City of Fredericton, submit the following report of their proceedings up to the close of the term ending on April 30th, 1872.

The first meeting of the board was held on the 13th September last, and for several months the sessions were very frequent.

There being no public school property belonging to the district, the board were early impressed with the necessity of providing accommodation for a large number of pupils within a limited time, and at the most inconvenient season of the year, for either repairing, or fitting up buildings.

Application was made to the Dominion Government for one of the buildings on the Officers' Square and the Park Barracks. These premises were ultimately obtained through the Local Government at a nominal rent.

The building on the square was fitted up as offices for the board; extensive alterations and repairs were made to the Park Barracks, in which eight school rooms were made available, affording accommodation for about 344 pupils.

An arrangement was effected with the senate of the University of New Brunswick by which the Collegiate School has been placed under the control of this board, so far as can be done under existing legislation. By this arrangement the English and classical departments are free to pupils from this city and also from the County of York. In this building the board has opened a High School for young ladies. In the old building formerly occupied as the Collegiate School two elementary schools have been opened.

A very favorable arrangement was also made with the Board of Education by which two elementary departments of the Model School were made available to accommodate from 60 to 70 children.

The Orange Hall, situate in the upper part of the city, was leased for one year from the first of January last. A considerable expense was incurred in fitting this building for five classes, which was absolutely necessary, there being no other building in this locality suitable; and indeed this is not such a building as the board would wish to occupy for any length of time; they are now considering what can be done to provide a more eligible building for the district.

The other schools do not require any more particular reference than can be learned from the annexed list (marked B.) which gives the whole number of schools established by the board.

The matter of furniture occupied the attention of the board for some time, and after procuring samples and prices from Mr. Ross of Boston, tenders were received for supplying 1064 desks and seats; the contract was awarded to Mr. C. Cooper of this city, who fulfilled the contract to the entire satisfaction of the board. This number enabled the board to furnish all the schools, except one at the lower end of the city, with the most improved furniture and of the proper sizes for the different grades.

The board were anxious that the children in the city should be properly graded previous to opening the schools; for this purpose they assembled the children in the City Hall, and received great assistance from Mr. Crockett, Mr. Freeze, and Dr. Roberts, to whom the board were greatly indebted for their services.

The board annex a copy of the course of instruction (marked C.) adopted for the schools under their charge. This has been prepared with great care by the Chief Superintendent, Mr. Crockett, and some of the teachers. The board desire to express their obligations to these gentlemen for the assistance so kindly given.

As no part of the yearly assessment has yet been received, the board would have been much embarrassed for means to meet the large outlay required for repairing buildings, paying for fuel, teachers' salaries, and the ordinary expenses, had not the Provincial Government advanced as a loan six thousand dollars, and the Peoples Bank three thousand dollars, for a portion of which some members of the board gave their personal obligation. These amounts the board intend to repay by the sale of debentures to the extent of \$5,000, and the balance from the assessment when received. An account of the receipts and expenditure to April 30th, is annexed (marked D.) as also an estimate of the amount required for the year, (marked E.) an order for the collection of which has been made by the City Council.

The return (A.) required by law, compiled from the teachers' reports is annexed.

The board are confident that these returns afford ample proof that the schools in this City are in as good working order as could be expected for the short time they have been established, and considering the many difficulties the board have had to contend with.

In conclusion the board wish to express their thanks for the assistance and advice you have so cheerfully given them, from time to time.

Respectfully submitted.

By order of the Board.

JULIUS L. INCHES,

Secretary.

NOTE. — The papers A. B. C. and D. referred to in the foregoing report, are not published herewith, it was deemed better to await the more complete reports of next year, when full exhibits of St. John, Portland, St. Stephen, and other towns, will be included in this Appendix.

T. H. R.

TOWN OF WOODSTOCK.

T. H. RAND, Esq., M. A.
Chief Superintendent of Education.

SIR,

The Board of School Trustees of the Town of Woodstock beg leave to submit the following report of their proceedings under the Common School Act of 1871.

They have had for the year 1872 eight schools in the Town of Woodstock, i. e., six primary and one advanced school, and the Grammar School. The number of pupils upon the registers is three hundred and eleven (311) and the daily average attendance is two hundred and thirty seven (237), an average of twenty nine and a half ($29\frac{1}{2}$) in daily attendance at each school.

At the time that the School Act came into operation and the trustees were appointed under first Act, there was not any school accommodation belonging to the Town of Woodstock; and the trustees had to make the best arrangement for the schools that lay in their power. In consequence of this, the schools had to be opened in different parts of the town. Under those circumstances, it has been impossible to grade the schools to the satisfaction of the trustees; but they hope to obviate this difficulty in the coming year, as they have purchased what was known as the Presbyterian College, and which when finished, will afford ample accommodation for all of the schools of the Town. The Receipts and Expenditure for the schools for the year 1872 are as follows:

RECEIPTS.

Proceeds of Debentures.....	\$1000.00
County School Fund, Winter Term.....	456.82
“ “ “ Summer “.....	384.37
Gift L. P. Fisher.....	800.00
Town Treasurers' Assessment.....	1612.00
Tuition fees, extraordinary pupils from outside Districts.....	54.80
Advanced by Secretary.....	00.19
	<hr/> \$4307.79

EXPENDITURE.

To paid Teachers' Salaries.....	\$1874.16
Secretary “.....	100.00
Rent of School Houses.....	385.00
School Furniture.....	681.64
Wood and cutting.....	139.70
Debentures and Interest.....	515.70
Towards purchase of College.....	800.00
Repairs on School Houses.....	155.87
Incidentals.....	65.15
Cash in hand.....	140.57
	<hr/> \$4307.79

The amount of local assessment for school purposes for 1872 was three thousand dollars (\$3000,) but an injunction was placed upon the collecting of it, and as you will observe by the account of the receipts, we have only as yet received sixteen hundred and twelve dollars (\$1612). The trustees have issued school debentures the past year to the amount of three thousand two hundred

dollars (\$3200), two of those debentures, amounting to four hundred and forty dollars (\$440) have been paid, and there is one debenture of five hundred and sixty dollars (\$560) and interest due on the second day of April 1873. The proceeds of those debentures have been made use of for school purposes for the year 1872. The remaining debentures, amounting to twenty two hundred dollars (\$2200) were given for the payment of the balance on purchase of the College, and are payable in fifteen years from the fifteenth day of July 1872, with interest at six per cent. per annum, payable semi-annually. The balance of last year's assessment will be required to purchase apparatus for the use of the schools, and to make repairs.

All of which is respectfully submitted.

L. P. FISHER,
Chairman.

W. F. DIBBLEE,
Secretary.

APPENDIX D.

County Inspectors, and their Post Office Address.

Albert,	James Carnwath,	Riverside.
Carleton,	James H. Jacques,	Woodstock.
Charlotte,	James Mitchell,	Saint Stephen.
Gloucester,	James Smith,	Bathurst.
Kent,	Thomas W. Wood,	Richibucto.
King's,	David P. Wetmore,	Clifton.
Northumberland,	Charles S. Ramsay,	Newcastle.
Queen's,	Rev. Benj. Shaw,	Gagetown.
Restigouche,	Rev. Thos. Nicholson,	River Charlo, <i>via</i> Bathurst.
Saint John,	Edmund H. Duval,	Saint John.
Sunbury,	Dr. J. H. Bridges,	Upper Sheffield.
Victoria,	Dr. X. Bernier,	Edmundston.
Westmorland,	Robert Wilson, Jun.	Sackville.
York,	Edward C. Freeze,	Fredericton.

ANNUAL REPORT

OF THE

Common, Superior, Grammar,

AND

Training & Model

SCHOOLS

IN

NEW BRUNSWICK.

1873.

BY THE CHIEF SUPERINTENDENT OF EDUCATION.



PRINTED BY ORDER OF THE LEGISLATIVE ASSEMBLY.

FREDERICTON

J. B. FLEMING, PRINTER TO THE QUEEN'S MOST EXCELLENT MAJESTY.

1874.

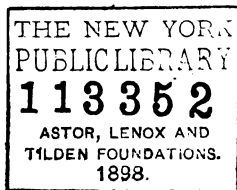
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EDUCATION OFFICE.

SIR,

I have the honour to transmit herewith, to be laid before His Honor the Lieutenant Governor, my Report of the Common, Superior, Grammar, Training and Model Schools of New Brunswick, for the School Year ended October 31st, 1873. The Statistical Tables of Part II. however, are brought down only to May 1st, 1873. In Part III. will be found the Report of the Principal of the Provincial Training School, with Annual Reports of the County Inspectors, and the Reports of the Boards of Trustees of Saint John, Fredericton, Portland, and Woodstock, together with official correspondence in reference to the length of daily School Sessions.

I have the honour to be,

Sir,

Your obedient servant,

THEODORE H. RAND.

To The Honorable J. J. FRASER, M. P. P.,
Provincial Secretary.

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PART I.

GENERAL REPORT.

1873.

ANNUAL REPORT
OF THE
COMMON, SUPERIOR, GRAMMAR, TRAINING & MODEL SCHOOLS
In New Brunswick.
1873.

PART I.—GENERAL REPORT.

To His Honor The Honorable Samuel Leonard Tilley, C. B.
Lieutenant Governor of the Province of New Brunswick.

MAY IT PLEASE YOUR HONOR,—

In presenting my Annual Report, I am gratified to be able to say that the second year's trial of the Free School System in New Brunswick has confirmed the advance of the previous year, and carried it forward over a still larger number of the School Districts of the Province.

In accordance with the plan of my last Report, and for the reasons therein given, the Statistical Tables contained in Part II, are confined to the details of the year ended April 30, 1873. Part III, however, embraces the past school year, while all the leading statistics for the same period will be found duly set forth in the course of Part I.

A Summary view of the Schools for the Year ended April 30, 1873.

The following is a summary view of the condition of the public Schools for the year ended April 30, 1873, condensed from the tables given in Part II of this Report. The figures, however, are here increased by the addition of the few Grammar Schools not united with the Common Schools, and by the returns of 18 schools received too late to be included in the tables.

TABLE I.—NUMBER OF SCHOOLS, TEACHERS, AND PUPILS.

Summer Term, '72.—The number of Schools was 887—decrease 11; the number of teachers and assistants, 921—decrease 11; the number of pupils attending the Schools, 39,837—increase, 6,540.

Winter Term, '73.—The number of Schools was 894—*increase, 230; the number of teachers and assistants, 952—increase, 280; the number of pupils attending the Schools, 40,405—increase 11,649. [This includes one School, with 53 pupils, returned subsequent to the preparation of Table I.]

* In all comparisons under this Term, it is to be borne in mind that the previous Winter Term embraced but four months, instead of six months.

TABLE II.—PROPORTION OF POPULATION AT SCHOOL, AGES AND SEX OF PUPILS, PERCENTAGE OF DAILY AND FULL-TERM ATTENDANCE.

Summer Term, '72.—1. The proportion of the entire population of the Province attending the public Schools was 1 in 7.17 of the pop.—increase, 1 in every 43.69 of the pop. It was greater than 1 in 7 in all the Counties except Northumberland (1 in 9.45), Kent (1 in 11.99), Victoria (1 in 15.35), and Gloucester (1 in 68.64). In York it reached 1 in 5.41, and in Albert 1 in 5.13,—the highest in the Province during the Term.

2. Of the 39,837 pupils, 502 were under 5 years of age; 36,208, between 5 and 15 years, and 3,127, over 15 years.

3. There were 20,229 boys, and 19,608 girls.

4. The percentage of pupils daily present on an average during the time the several Schools were open, was, for the whole Province, 50.48 per cent.,—Albert being the lowest, 48.72, and Westmorland, the highest, 59.85.

5. The percentage present every prescribed teaching day in the term, distributed over the entire Province, was 45.61 per cent. As this includes not only the regularity of the attendance, but also the length of time which the Schools were open, it is the true measure of the work done. It is evident that a good degree of regularity in the operations of the Schools is being secured. Saint John County stood the highest, 50.09, and Victoria County the lowest, 36.67.

Winter Term, '73.—1. The proportion of the population of the Province at the public Schools was 1 in 7.07 of the pop.—increase, 1 in every 24.53 of the pop. It exceeded 1 in 7 in all the Counties except Queen's (1 in 7.51), Northumberland (1 in 9.30), Kent (1 in 14.76), Victoria (1 in 16.21), and Gloucester (1 in 40.89). In the Counties of King's and Restigouche it was 1 in 5.89, in Charlotte 1 in 5.34, and in Carleton 1 in 5.22,—the highest in the Province for the Term.

2. Of the pupils, 288 were under 5 years of age; 34,351 between 5 and 15 years; and 5,766 over 15 years=40,405 pupils.

3. There were 22,307 boys, and 18,098 girls.

4. The percentage of pupils daily present on an average during the time the several Schools were in Session, was, for the Province, 54.62,—decrease 10.17. This decrease is doubtless attributable to the extraordinary inclemency of the Winter Term of 1873. The lowest average was in Kent, 49.; and the highest in Sunbury, 59.65.

5. The percentage at School every prescribed teaching day in the Term, averaged over all the Schools of the Province, was 46.26,—decrease 4.27 per cent. This shews that the regularity of the Schools was greater than that of the attendance of the pupils,—a result to be expected during inclement seasons. The County of Saint John stood the highest, 52.55, and King's the lowest, 39.40.

TABLE III.—NUMBER OF PUPILS IN THE DIFFERENT BRANCHES OF INSTRUCTION.

Summer Term, '72.—The number of pupils studying the different branches, was as follows:—Singing, 5,186; Reading, 36,982; Recitation of English

prose or verse, 17,158 ; Oral Spelling from reading lessons, 28,856 ; Spelling book and dictation, 18,898 ; Oral Geography, 13,911 ; Geography from Text-book, 7,129 ; Industrial Drawing, first lessons, 1,742, Model Cards 614, Sketch book 438 ; Writing, first lessons 9,887, half-text 6,662, fine hand 16,100 ; Arithmetic, oral 2,395, mental 23,967, slate 27,104 ; English Grammar and Analysis, oral 7,431, text-book 11,227 ; History, British America 699, British 5,449, other peoples 492 ; English Composition, 4,647 ; Book-keeping, 486 ; Chemistry of Common Things, 572 ; Algebra, 680 ; Geometry, 634 ; Navigation, 6 ; Mensuration, 15 ; Natural Philosophy, 1,817 ; Latin, 689 ; Greek, 89 ; French, 498 ; Surveying, 28 ; other branches, 150.

Winter Term, '73.—The different branches taught and the number of pupils studying each branch, was as follows :—Singing, 5,689 ; Reading, 37,790 ; Recitation, 18,980 ; Oral Spelling 28,937, Spelling book and dictation 21,535 ; Oral Geography, 14,452 ; Geography from Text-book, 8,530 ; Industrial Drawing, first lessons 1,709, Model Cards 440, Sketch book 502 ; Writing, first lessons 8,109, half-text 7,952, fine hand 18,859 ; Arithmetic, oral 2,489, mental 25,104, slate 30,321 ; English Grammar and Analysis, oral 8,260, text-book 12,962 ; History, British American 1,107, British 7,278, other peoples 782 ; English Composition, 5,418 ; Book-keeping, 937 ; Chemistry of Common Things, 1,071 ; Algebra, 848 ; Geometry, 799 ; Navigation, 42 ; Mensuration, 64 ; Natural Philosophy, 1,002 ; Latin, 800 ; Greek, 83 ; French, 414 ; Surveying, 4 ; other branches, 466.

TABLE IV.—NUMBER AND CLASS OF TEACHERS AND ASSISTANTS EMPLOYED.

Summer Term, '72.—1. There were 921 teachers and assistants employed during the Term. Of these, 393 were men, and 528 women—713 trained, and 208 untrained. There were 9 male, and 18 female assistants.

2. The number of Teachers of each class was as follows :—Grammar School class, males 12 ; first class, males 116, females 165 ; second class, males 149, females 172 ; third class, males 107, females 174.

Winter Term, '73.—During this Term, there were 960 teachers and assistants employed,—increase 271. Of these, 418 were men—increase 87, and 542 were women—increase 184 ;—752 were trained, and 208 untrained. There were 8 male and 27 female assistants.

2. The classification of the Teachers was as follows :—Grammar School class, males 13 ; first class, males 134, females 159 ; second class, males 143, females 169 ; third class, males 120, females 187.

TABLE V.—PERIOD OF SERVICE OF TEACHERS.

Summer Term, '72.—I am able to present several tolerably trustworthy facts in respect of the period of service of 891 of the 894 regular Teachers employed during this Term. 578 continued to teach in the same Schools in which they taught the previous term ; 195 had charge of Schools in other districts ; while 118 taught for the first time. 360 of the number had been engaged not more than three years in the service. I refer to the table for the details of the Period of Service of the first and second class teachers, male and female.

Winter Term, '73.—Of the 925 regular teachers engaged this term, the following facts are furnished in respect of 832 :—514 taught in the same School as during the Summer Term ; 238 taught in other Schools ; and 80 taught for the first time ; while 331 had taught not more than three years. Details respecting the period of service of the first and second class teachers, male and female, will be found in the table.

In this connection, I would call attention to the recommendations contained in my Report of last year, in respect to the securing of a staff of qualified teachers. I am persuaded that the views set forth at length on this subject in that Report, should be incorporated into our School system within the next two or three years. In this way, and in no other, so far as I can see, shall we be able to secure that degree of permanency, with efficiency, in our teaching staff, which every interest of the School system demands.

TABLE VI.—TIME IN SESSION OF THE SCHOOLS.

Summer Term, '72.—There were 114 prescribed teaching days in this Term. The Schools throughout the Province were open, on the average, upwards of 102½ days. The average during the same period in the State of Maine, was 53½ days. The County of Restigouche made the highest average, nearly 112 days ; while Sunbury made the lowest, nearly 91 days.

Winter Term, '73.—The number of prescribed teaching days in this Term was 120. The Schools were in operation, on the average, 99 days.—During the same period the average in Maine was 58 days. The County of St. John (allowing for the shorter time of the City Schools) reached the highest average, 113 days, and King's the lowest, 89½ days.

It is very evident that the manner in which the County and Provincial funds are applied under the provisions of the Common Schools Act, will very shortly secure almost all that can be desired in respect of the continuity of Schools. For a few terms, there will be obstacles in the way of Trustees and Teachers, but there is no tendency more marked and emphatic of the present system, than the desire to have Schools in constant operation. This tendency, ever operative, is chiefly due to the County fund, and is of the greatest moment in an educational system.

TABLE VII.—SCHOOL EXAMINATIONS, VISITS, AND PRIZES.

Summer Term, '72.—1. The number of Schools which held the half-yearly public examination required by law, was 633, while 254 held no public examination.

2. The number of School visits made was, by Trustees and Secretaries, 3,582 ; by Inspectors, 1,017 ; by Members of Parliament, 53 ; by Clergymen, 446 ; by Teachers, 812 ; by other visitors, 4,026.

3. The number of School prizes reported, was 158, valued at \$111.29.

Winter Term, '73.—1. A public examination was held in 690 Schools, but in 204 Schools there was no public examination of a local character.

2. The visitation for the Term was reported as follows :—By Trustees and Secretaries, 4,430 ; by Inspectors, 1,090 ; by Members of Parliament, 44 ; by Clergymen, 436 ; by Teachers, 692 ; by other visitors, 4,551.

3. 115 School prizes were given, valued at \$73.20.

TABLE VIII.—SALARIES OF TEACHERS.

Winter Term, '73.—The average rate of annual salaries, for the Province, as shewn by the returns for this Term, was as follows:—1. Male Teachers of the first class, \$478—increase, \$49.27. The lowest average was in Queen's County, \$291, and the highest in St. John, \$764.

2. Female Teachers of the first class; \$272.57—increase, \$45.44. The lowest average was in Victoria County, \$245, and the highest in St. John, \$399.

3. Male Teachers of the second class: \$311.35—increase, \$17.04. The lowest average was in Northumberland County, \$260, and the highest in St. John, \$460.

4. Female Teachers of the second class: \$229—increase, \$17.46. The lowest average was in Kent County, \$195, and the highest in St. John, \$277.

5. Male Teachers of the third class: \$275.07—increase, \$37.52. The lowest average was in King's County, \$229, and the highest in St. John County, \$388.

6. Female Teachers of the third class: \$185.92—increase, \$12.88. The lowest average was in Gloucester County, \$142, and the highest in Charlotte County, \$239.

These increases are very satisfactory, for unless a fair remuneration is provided for teachers, it is idle to expect the services of well qualified men and women in the public Schools.

TABLE IX.—PROVINCIAL GRANTS TO THE TEACHERS EMPLOYED.

Summer Term, '72.—The amount of Provincial grants paid to the teachers employed during the Term, was \$46,729.04. This sum was composed as follows:—To teachers of Common Schools, \$38,693.64; extra grants to teachers of Superior Schools, \$4,440.52; grants to teachers of Grammar Schools united with the District Schools, \$1,994.88; and grants to teachers of Grammar Schools not in union, \$600.

Winter Term, '73.—The Provincial grants to the teachers employed this Term, was \$43,676.06, made up as follows:—to Common School teachers, \$36,264.98; extra grants to Superior School teachers, \$5,143.67; grants to Union Grammar Schools, \$1,934.08; grants to Grammar Schools not in union, \$333.33.

The total Provincial grants to the teachers employed both terms, was \$90,405.10.

TABLE X.—COUNTY FUND GRANTS TO TRUSTEES.

This Fund is distributed "to the Trustees of each district, in respect of each qualified teacher, exclusive of assistants by them employed, the sum of twenty dollars per year, and the balance . . . according to the average number of pupils attending the Common Schools of the County, and the length of time in operation." By the "Common Schools Amendment Act 1873," thirty dollars was substituted for "twenty," and for poor districts forty dollars. The first distribution under the provisions of the "Common Schools Amendment Act 1873," was that for the *Winter Term, '73*,

Summer Term, '72.—The total amount of the County Fund apportioned to Trustees for this Term, was \$40,554.90,—but one half the normal amount being appropriated in Gloucester. Of this sum, \$7,766.02 were distributed in respect of the services of teachers, for the time Schools were in Session; and \$32,788.88, in respect of the full-term average number of pupils in attendance on the Schools of the County. Of this latter sum, the amount per pupil in attendance every prescribed teaching day in the Term is given, for each County, in the table.

Winter Term, '73.—1. The County Fund paid to Trustees for this Term, was \$41,456.09. The amount for Gloucester was the same as for the previous Term, while the amount for York was increased by the addition of the City of Fredericton, as provided by the "Common Schools Amendment Act 1873." The sum of \$11,039.14 was paid to the Trustees in respect of the services of teachers, for the period taught; and the sum of \$30,416.95 in respect of the average number of pupils in attendance during the full Term. The table shews the amount of this latter sum per pupil, for the full Term, in the different Counties.

2. The total amount of the County Fund paid to the Trustees for both Terms, was \$82,010.99.

TABLE XI.—SUPERIOR SCHOOLS.

Summer Term, '72.—There were 33 Superior Schools open during the Term, with an attendance of 2,327 pupils. Of the number instructed in the various branches, there were 689 in British History; 31 in Roman or Grecian History; 577 in English Composition; 120 in Latin; 8 in Greek; 37 in French; 128 in Algebra; 156 in Geometry; and 159 in Chemistry of Common Things.

Winter Term, '73.—41 Superior Schools were in operation this Term, having 2,933 pupils in attendance. Among the numbers instructed in the various branches, 928 were studying British History; 56 Roman or Grecian History; 741, English Composition; 105, Latin; 21, Greek; 15, French; 143, Algebra; 186, Geometry; and 242, Chemistry of Common Things.

During both Terms, the Superior Schools were generally well sustained, many of them being Schools of a high order. Details will be found in the table.

TABLE XII.—GRAMMAR SCHOOLS.

Summer Term, '72.—1. 14 Grammar Schools were in operation during the Term, all being in union with the Common School system except three—those located at Bathurst, Hampton, and Chatham.

2. There were 881 pupils attending these Schools, 408 of whom were studying British History; 148, Roman or Grecian History; 425, English Composition; 238, Latin; 54, Greek; 104, French; 140, Algebra; 129, Geometry; and 198, Chemistry of Common Things.

Winter Term, '73.—1. The number of Grammar Schools open, was 13,—the one at Bathurst being temporarily closed. Those at Hampton and Chatham were not in union with the Common Schools of the County.

2. The number of pupils attending these Grammar Schools, was 1019. Of this number, 476 were studying British History; 173, Roman or Grecian History; 515, English Composition; 288, Latin; 78, Greek; 95, French; 267, Algebra; 206, Geometry; and 268, Chemistry of Common Things.

Reference is made to the table for the details of these Schools for each Term.

While it is gratifying to know that considerable work is being done by these Schools to promote the secondary education of the Province, I think it may be questioned whether County Grammar Schools are the most suitable means for the permanent advancement of the higher education of the Province. With the exception of the Grammar Schools of St. John and York Counties, none of these Schools have sufficient funds at command to secure such an equipment as the service really demands. It is worthy of consideration whether there should not be fewer of these secondary Schools, with larger endowments. Every one has heard of the man who built a superb house of two storeys, but neglected to provide any stairway by which access could be had to the upper one. The Province has provided Common Schools and a University, but it is by no means clear to me that any adequate organic provision exists, by which the desired communication may be permanently established between them.

TABLE XIII.—PROVINCIAL TRAINING AND MODEL SCHOOL.

During the *Summer Term*, '72, there were 33 students in attendance, 29 of whom received license at the close of the Term. In the *Winter Term*, '73, 45 students were enrolled, all of whom received license on examination. By reference to the Report of William Crockett, Esquire, M. A., Principal, (Appendix A), it will be seen that 46 students attended during the *Summer Term*, '73. The details of the professional classification of these students will be found in the Principal's Report. The Model School departments were in a high state of efficiency during the year. Both in the Training and Model Schools, all the Teachers discharged their delicate and responsible duties in a most satisfactory manner.

In order to perfect the arrangements of the School, the principal room was re-fitted during the year, and tolerable accommodation is now provided in the building for nearly 100 students. The services of an additional Teacher are required. I fully endorse the following statements of the Principal, and shall solicit the co-operation of the Board of Education in order to give effect to them at an early day :—

"The time has certainly come when it is necessary to grade the students in their professional as well as in their general instruction. There are always some who attend two Terms, and their number is continually increasing. The indications at present are that during the approaching Term there will be, including teachers who have formerly undergone training, an attendance of at least about twenty such persons. It cannot be supposed that they can derive from the Institution that benefit which the interests of education in this Province demands, and which they have a right to expect, if their attention is confined to such parts of professional knowledge as they may be

said to have already fairly mastered. The course should be fuller, embracing the more difficult portions of School management, and the whole subject treated mainly in its subjective aspect. Such an arrangement cannot be made with the limited assistance at command in the meantime. It is to be hoped that the Board of Education, in addition to the wise provision which they have already made to induce students to prolong their attendance, and teachers to take a further course, will place such a sum at the disposal of the Institution as shall enable it to procure the additional services of a thoroughly qualified teacher, and thus increase its efficiency and render it eminently useful to all classes."

TABLE XIV.—EXAMINATION OF TEACHERS.

The Regulations of the Board of Education make it the duty of the Chief Superintendent to hold semi-annual Examinations for the examination of all qualified applicants for license to teach. The Summer Examination is held in September, simultaneously at Fredericton, Saint John, and Chatham, while the Winter Examination is held in March, at Fredericton only. The Examinations are uniform for each class of license, and the work done by each candidate is estimated by the Provincial Examiners:—W. Brydone Jack, D. C. L., Examiner in School Management, &c.; Thomas Harrison, LL. B., Examiner in Mathematics; Charles Spurden, D. D., Examiner in History and Geography; and George Roberts, Ph. D., Examiner in Language, &c. No pains have been spared either by myself or the Provincial Examiners to render these Examinations worthy, in all respects, of the confidence of the public, and highly promotive of the educational interests of the Province. Full details of the Examinations for the *Summer Term*, '72, and the *Winter Term*, '73, will be found in the Table.

TABLES XV. XVI. AND XVII.—In these Tables will be found details respecting the School Libraries established in the *Summer Term*, '72, and the *Winter Term*, '73; a statement of the allowances paid to students in attendance at the Provincial Training School; and a Summary of the Provincial Grants in aid of Public Schools, for the same period.

Number of Schools, Teachers and Assistants, and Pupils, for the Summer Term ended October 31st, 1873.

ALBERT COUNTY.—The number of Schools was 47; teachers and assistants, 51; pupils, 2,095.

CARLETON COUNTY.—The number of Schools was 92; teachers and assistants, 93; pupils, 3,780.

CHARLOTTE COUNTY.—The number of Schools was 104; teachers and assistants, 105; pupils, 4,754.

GLOUCESTER COUNTY.—The number of Schools was 15; teachers and assistants, 15; pupils, 579.

KENT COUNTY.—The number of Schools was 33; teachers and assistants, 34; pupils, 1,402.

KING'S COUNTY.—Number of Schools was 107; teachers, 111; pupils, 4,282.

NORTHUMBERLAND COUNTY.—The number of Schools was 63; teachers and assistants, 63; pupils, 2,488.

QUEEN'S COUNTY.—The number of Schools was 70; teachers and assistants, 71; pupils, 2,552.

RESTIGOUCHE COUNTY.—The number of Schools was 23; teachers and assistants, 23; pupils, 978.

ST. JOHN COUNTY.—The number of Schools was 164; teachers and assistants, 165; pupils, 7,719.

SUNBURY COUNTY.—The number of Schools was 32; teachers and assistants, 33; pupils, 1,139.

VICTORIA COUNTY.—Number of Schools was 24; teachers, 24; pupils, 840.

WESTMORLAND COUNTY.—The number of Schools was 98; teachers and assistants, 102; pupils, 4,830.

YORK COUNTY.—The number of Schools was 118; teachers and assistants, 123; pupils, 4,805.

FOR THE PROVINCE.—1. The number of Schools was 969—increase of 82 Schools over the corresponding Term of 1872.

2. The number of teachers and assistants was 1,013—increase, 92.

3. The number of pupils was 42,243—increase, 2,406.

4. The proportion of the population of the Province attending the public Schools during the term, was 1 in 6.76—increase, 1 in every 118.77 of the population. Omitting Gloucester, Kent, and Victoria, there was 1 in every 5.99 of the population of the other eleven Counties at School.

5. The number of different pupils attending the public Schools during the YEAR ended October 31st was 53,873* (estimated)—increase, 4,451.

6. The proportion of the population of the Province attending the public Schools during some portion of the YEAR ended October 31st (based on the above estimate), was 1 in 5.33—increase, 1 in every 64.20 of the population. Omitting Gloucester, Kent, and Victoria, there was 1 in every 4.56 of the population of the remaining eleven Counties attending the public Schools some portion of the year.

Attendance of Pupils at the Public Schools from 1861 to 1873.

	WINTER.	SUMMER.	Estimated No. of different Pupils at School some por- tion of the year.
1861.	25,618	27,982	
1862.	26,401	28,630	
1863.	26,078	28,487	
1864.	27,171	30,632	
1865.	27,879	30,496	
1866.	28,333	30,264	39,708
1867.	28,725	31,364	40,939
1868.	28,226	31,988	41,397
1869.	30,431	33,327	43,471
1870.	31,487	34,336	44,832
1871.	32,673	33,981	44,872
†1872.	28,756	39,837	49,422
1873.	40,403	42,243	53,873

* The figures are derived by adding to the Summer attendance one third of that of the Winter. This has been the estimate of my predecessors, though I think 25 per cent. of the Winter attendance would be nearer the fact. The actual numbers will be reported in future.

† The first year under the Free Schools system.

Schools and Pupils under the Parish Schools Act, and the Common Schools Act.

The following is a statement of the number of Schools and pupils for the Summer Terms of 1861 and 1871, and for the Summer Term of 1872. The Common, Superior, and Grammar Schools are included in each Term:—

ALBERT COUNTY.—1. Number of Schools in 1861, 48; number of pupils, 1,496; number of Schools in 1871, 40; number of pupils, 1,505. Thus at the close of a period of eleven years, there was not only no gain in the number of Schools, but a loss of 16.66 per cent.; while there was, for the same period, a gain of but sixth tenths of one per cent. in the attendance of pupils.

2. No. of Schools in 1873, 47—increase in one year and 10 months, (from January 1st 1872 to October 31st 1873), 17.50 per cent.: number of pupils in 1873, 2,095—increase in one year and 10 months, 39.87 per cent.

CARLETON COUNTY.—1. Number of Schools in 1861, 71; number of pupils, 2,339: number of Schools in 1871, 79; number of pupils, 2,719—increase in the number of Schools in 11 years, 11.26 per cent., and in the number of pupils, 16.20 per cent.

2. Number of Schools in 1873, 92—increase in one year and 10 months, 16.33 per cent.: number of pupils, 3,780—increase in one year and 10 mos., 39.02 per cent.

CHARLOTTE COUNTY.—1. Number of Schools in 1861, 91; number of pupils, 3,289: number of Schools in 1871, 90; number of pupils, 3,799—a decrease in Schools in 11 years, 1.10 per cent., and an increase of 15.50 per cent. in pupils.

2. Number of Schools in 1873, 102; number of pupils, 4,754—an increase, in one year and 10 months, of 13.33 per cent. in the number of Schools, and of 25.14 per cent. in the number of pupils.

KING'S COUNTY.—1. Number of Schools in 1861, 94; number of pupils, 2,821: number of Schools in 1871, 98; number of pupils, 3,162—an increase in 11 years, of 4.25 per cent. in the number of Schools, and of 12.09 per cent. in the number of pupils.

2. Number of Schools in 1873, 107; number of pupils, 4,282—an increase, in 1 year and 10 months, of 9 per cent. in the number of Schools, and of 35.70 in the number of pupils.

QUEEN'S COUNTY.—1. Number of Schools in 1861, 65; number of pupils, 1,803: number of Schools in 1871, 60; number of pupils, 1,776—a decrease, in 11 years, of 7.69 per cent. in the number of Schools, and a decrease of 1.49 per cent. in the number of pupils.

2. Number of Schools in 1873, 68; number of pupils, 2,552—an increase, in 1 year and 10 months, of 18½ per cent. in the number of Schools, and of 43.02 per cent. in the number of pupils.

RESTIGOUCHE COUNTY.—1. Number of Schools in 1861, 18; number of pupils, 614: number of Schools in 1871, 15; number of pupils, 618—a decrease, in 11 years, of 16½ per cent. in the number of Schools, and an increase of six tenths of one per cent. in the number of pupils.

2. Number of Schools in 1873, 22; number of pupils, 978—an increase, in 1 year and 10 months, of $46\frac{3}{4}$ per cent. in the number of Schools, and of $58\frac{1}{4}$ per cent. in the number of pupils.

ST. JOHN COUNTY.—1. Number of Schools in 1861, 106; number of pupils, 4,493: number of Schools in 1871, 123; number of pupils, 5,912—an increase, in 11 years, of 16.03 per cent. in the number of Schools, and of $31\frac{3}{4}$ per cent. in the number of pupils.

2. Number of Schools in 1873, 153; number of pupils, 7,719—an increase, in 1 year and 10 months, of 24.39 per cent. in the number of Schools, and of 30.56 per cent. in the number of pupils.

SUNBURY COUNTY.—1. Number of Schools in 1861, 32; number of pupils, 827: number of Schools in 1871, 29; number of pupils, 955—a decrease, in 11 years, of 9.37 per cent. in the number of Schools, and an increase of 15.47 per cent. in the number of pupils.

2. Number of Schools in 1873, 32; number of pupils, 1,139—an increase, in 1 year and 10 months, of over $10\frac{1}{4}$ per cent. in the number of Schools, and of over $19\frac{1}{4}$ per cent. in the number of pupils.

WESTMORLAND COUNTY.—1. Number of Schools in 1861, 85; number of pupils, 2,573: number of Schools in 1871, 89; number of pupils, 3,403—an increase, in 11 years, of 4.71 per cent. in the number of Schools, and of 12.55 per cent. in the number of pupils.

2. Number of Schools in 1873, 97; number of pupils, 4,830—an increase, in 1 year and 10 months, of nearly 9 per cent. in the number of Schools, and of nearly 42 per cent. in the number of pupils.

YORK COUNTY.—1. Number of Schools in 1861, 80; number of pupils, 2,729: number of Schools in 1871, 90; number of pupils, 3,136—an increase, in 11 years, of $12\frac{1}{2}$ per cent. in the number of Schools, and 12.09 per cent. in the number of pupils.

2. Number of Schools in 1873, 118; number of pupils, 4,805—an increase, in 1 year and 10 months, of 31.12 per cent. in the number of Schools, and of 53.22 per cent. in the number of pupils.

GLOUCESTER COUNTY.—1. Number of Schools in 1861, 32; number of pupils, 1,151: number of Schools in 1871, 37; number of pupils, 1,433—an increase, in 11 years, of 15.62 per cent. in the number of Schools, and of $24\frac{1}{2}$ per cent. in the number of pupils.

2. Number of Schools in 1873, 13; number of pupils, 479—a decrease, in 1 year and 10 months, of 64.87 per cent. in the number of Schools, and of 58.89 per cent. in the number of pupils.

KENT COUNTY.—1. Number of Schools in 1861, 42; number of pupils, 1,432: number of Schools in 1871, 56; number of pupils, 1,849—an increase of $33\frac{1}{2}$ per cent., in 11 years, in the number of Schools, and of 29.11 per cent. in the number of pupils.

2. Number of Schools in 1873, 32; number of pupils, 1,402—a decrease, in 1 year and 10 months, of 41 per cent. in the number of Schools, and of 24.18 per cent. in the number of pupils.

NORTHUMBERLAND COUNTY.—1. Number of Schools in 1861, 52; number of pupils, 2,018: number of Schools in 1871, 75; number of pupils, 3,023—an increase of 44.23 per cent., in 11 years, in the number of Schools, and of 49½ per cent. in the number of pupils.

2. Number of Schools in 1873, 61; number of pupils, 2,488—a decrease, in 1 year and 10 months, of 19.71 per cent. in the number of Schools, and of 17.69 per cent. in the number of pupils.

VICTORIA COUNTY.—1. Number of Schools in 1861, 23; number of pupils, 622: number of Schools in 1871, 31; number of pupils, 915—an increase of 34.76 per cent., in 11 years, in the number of Schools, and of 47.10 per cent. in the number of pupils.

2. Number of Schools in 1873, 24; number of pupils, 840—a decrease, in 1 year and 10 months, of 22.57 per cent. in the number of Schools, and of 8.19 per cent. in the number of pupils.

FOR THE PROVINCE.—1. Number of Schools in 1861, 839; number of pupils, 28,207*: number of Schools in 1871, 912; number of pupils, 34,205*—an increase of 8.70 per cent., in 11 years, in the number of Schools, and of 21.27 per cent. in the number of pupils. It should here be stated that in the Counties of Gloucester, Kent, Northumberland, and Victoria, the opening of Schools under the Common Schools Act has been delayed by the people in deference to the wishes of the Bishops of the Roman Catholic Church. If we except these Counties from the comparison, *we have for the remaining ten Counties an increase of 3½ per cent., in 11 years, in the number of Schools, and of 16 per cent. in the number of pupils.*

2. Number of Schools in 1873, 969; number of pupils, 42,243—an increase of 6½ per cent., in 1 year and 10 months, in the number of Schools, and of 20.57 per cent. in the number of pupils. Omitting the four Counties, as above, in which there was a decrease, *the remaining ten Counties shew an increase of 16 per cent., in 1 year and 10 months, in the number of Schools, and of 36.86 per cent. in the number of pupils.*

Comparative Cost, per Pupil, of Current Support of Schools under the Parish Schools Act and the Free Schools Act.

I have not at command the data for an exhaustive comparison of the cost per pupil of the current support of Schools under the Parish School Act and the Free School Act. But the salaries of Teachers, must always, of course, constitute the chief amount of the current support in any School system. I am able to present a trustworthy statement of the cost per pupil for this service for the Summer Terms of 1871 and 1873. In the former Term are included the Provincial grants and the local support paid to teachers, while the latter includes, for the same service, the amounts paid from the Provincial, County, and District funds. Common, Superior, and Grammar Schools are included in both cases. Cost per pupil for a Term:—

* These totals of the number of pupils in the Summer Terms of 1861 and 1871, include an estimated number of 225 for the Grammar Schools of Saint John and York Counties, of which no return was made to the Education Office.

ALBERT COUNTY.—Parish Schools Act, \$2.82 per pupil ; Common Schools Act, \$2.74½ per pupil.

CARLETON COUNTY.—Parish School Act, \$3.27 per pupil ; Common Schools Act, \$2.86 per pupil.

CHARLOTTE COUNTY.—Parish Schools Act, \$2.97 per pupil ; Common Schools Act, \$3.07½ per pupil.

GLOUCESTER COUNTY.—Parish Schools Act, \$3.36 per pupil ; Common Schools Act, \$2.67 per pupil.

KENT COUNTY.—Parish Schools Act, \$3.03 per pupil ; Common Schools Act, \$2.65 per pupil.

KING'S COUNTY.—Parish Schools Act, \$3.51½ per pupil ; Common Schools Act, \$3.29 per pupil.

NORTHUMBERLAND COUNTY.—Parish Schools Act, \$2.64½ per pupil ; Common Schools Act, \$2.88½ per pupil.

QUEEN'S COUNTY.—Parish Schools Act, \$3.86 per pupil ; Common Schools Act, \$2.96 per pupil.

RESTIGOUCHE COUNTY.—Parish Schools Act, \$2.98 per pupil ; Common Schools Act, \$2.53 per pupil.

SAINT JOHN COUNTY.—Parish Schools Act, \$3.33½ per pupil ; Common Schools Act, \$4.05 per pupil.

SUNBURY COUNTY.—Parish Schools Act, \$4.22 per pupil ; Common Schools Act, \$3.51 per pupil.

VICTORIA COUNTY.—Parish Schools Act, \$3.59 per pupil ; Common Schools Act, \$3.38 per pupil.

WESTMORLAND COUNTY.—Parish Schools Act, \$3.33 per pupil ; Common Schools Act, \$2.88½ per pupil.

YORK COUNTY.—Parish Schools Act, \$3.36 per pupil ; Common Schools Act, \$3.41 per pupil.

FOR THE PROVINCE.—Parish Schools Act, \$3.26 per pupil ; Common Schools Act, \$3.20 per pupil.

It is evident that as soon as the outlay for School houses and lands has been met, the mode of current support provided by the present Law will enable the people of every District to make their Schools very efficient without imposing any undue burden upon themselves.

Reports of certain Boards of Trustees.

It affords me very great satisfaction to direct special attention to the Reports, transmitted herewith (Appendix C), of the Boards of Trustees of the Cities of Saint John and Fredericton, and the incorporated Towns of Portland and Woodstock. The Report of the Board of Trustees of Saint Stephen has not yet been received.

The Trustees of Saint John, with their Secretary and Superintendent, have devoted their best energies throughout the year to the improvement of the Schools under their charge. I do but feebly express my best judgment when I say that the labour performed by these gentlemen in this behalf has placed the people of Saint John under lasting obligations to them. The resignation of W. H. A. Keans, Esquire, Chairman of the Board of Trustees,

was a loss not easily supplied. His untiring performance of the duties of his office from his appointment till his resignation, was one of the most important instrumentalities connected with the introduction of the Free School system in the City. During the past year, the organization of the Schools has been carried forward as far as the nature of the accommodation procurable by the Trustees will admit. Saint John needs new School houses, and it is the purpose of the Trustees to provide the same as early as possible. By wise management, the Schools, though provided with temporary accommodation, have been pretty efficient. When suitable houses are provided, Saint John will take a foremost position among the cities of this continent in respect of Schools. The very full Report of the Board will shew the vast amount of labour which has been performed, as well as afford a glimpse of the condition of Schools in the City after thirteen years' operation of the Parish Schools Act. The following summary, from the Secretary's Report, not only testifies to the wise discharge of duty on the part of the Board of Trustees, but demonstrates the adaptability of the provisions of the Law to effect the objects for which they were designed by the Legislature :—

“1. The community is now provided with a system of Education which grants equal privileges for all the children and youth of the City to gain a thorough acquaintance with those branches of study that will fit them to discharge the active duties of life in an efficient manner.

“2. The Schools have been so graded as to save the terrible waste of time to the pupils and loss of power to the teachers, inseparable from the old plan of placing children of the most diverse attainments under the same instructor.

“3. A course of study has been arranged and is now being pursued which recognizes the principle of mental development and growth, and provides the necessary aliment to make the mind vigorous and strong.

“4. An incentive has been given to teachers which was never before presented, to fit themselves by continuous study out of School hours and diligent application to their duties in School, for the most advanced positions in their profession.

“5. The City is provided with a staff of teachers, whose mental and moral standing, and whose acquaintance with the intellectual wants and capacities of their pupils and ability to provide for them to the fullest extent, entitle them to the confidence and esteem of the whole community.

“6. Instead of the old, dingy, dilapidated buildings which formerly disgraced the City, and to which the children of all classes were confined for five or six hours a day, there have been provided, at the comparatively small outlay of \$5,379.22—only the interest on which the people are asked to pay for the next twenty five years—thirty six buildings with eighty seven rooms, neat, clean and comfortable, and supplied with requisite cloak-rooms and out-buildings.

“7. For the sum of \$11,675.34 the City has been furnished with two splendid School sites, most advantageously situated to meet the wants of the neighborhoods in which they are located, for a long series of years; which sum was met by the issue and sale of debentures at *par* payable in 1897, the people being assessed meantime to pay the interest only upon it.

“8. For an outlay of \$22,456.88 all the Schools of the City have been properly furnished and are now supplied with material for carrying forward the

work of Education in a satisfactory manner, the health, comfort, and progress of the children having been consulted at every step. This sum also was met by the sale of debentures at *par*, the interest only being chargeable in the assessment from year to year.

"9. For \$81,830.23 the Board of Trustees has carried on the Public Schools of the City for two years, giving instruction to no less than 6,444 pupils, who spent over thirty six per cent. of the whole period under the instruction of teachers appointed by the Board, at an annual cost of only \$6.35 per pupil. This expenditure of \$6.35 per pupil annually covered the rents of buildings, the payment of teachers' salaries, the care of School-rooms, the cost of wood, coal, water, light, books for indigent pupils, insurance of property and general maintenance, the payment of interest on debentures and loan, and the expenses of the Office, including the salaries of the Secretary and City Superintendent.

"10. Habits of cleanliness, order, application, industry and subjection to constituted authority, and the principles of goodness, truth, honesty, integrity, purity, kindness and good will, have been inculcated into the minds and pressed down upon the hearts and consciences of over six thousand children, whose future lives may well be expected to show the fruits of such culture; while their minds have also been trained in the knowledge of those subjects which will assist them in coming years to provide for their necessities, whatever may be the position to which Providence may call them."

By the purchase of the Baptist Seminary, the Trustees of Fredericton have nearly completed the School-house accommodation required under the Law for the City. The Schools were classified and graded at the introduction of the Law, and every improvement in house accommodation has enabled the Board to perfect still further the classification of the Schools. It affords me much satisfaction to say that while the decisions of the Board in the matter of School accommodation have been in no case marked by extravagance, a very serviceable suite of School-rooms for the City has been provided. It only remains to bring the management of every School department of the City up to that condition of efficiency which the service demands.

By the Report of the Trustees of Portland, it will be seen that the Board has brought the Schools of the Town into a good degree of order and gradation, and that comfortable accommodation has been secured. This result has been reached by much labor on the part of the Board and its officers. The work of the Board has been characterized by much caution and discretion, and a determination to place the means of a good education within the reach of all. New School-houses must be erected in Portland. The foundations of two are already laid, and they can hardly be completed too soon. The efficiency of the Schools would be increased four-fold by suitable accommodation.

The Trustees of Woodstock, as will appear by their Report, will have perfected their School arrangements the ensuing year. The School-house is one of the most commanding buildings in the Town, and beautifully situated. The Trustees deemed it the part of wisdom to postpone any careful grading of their Schools until the new building should be ready. While this course may have saved the Board from those complaints of parents,

which are, at the outset, inseparable from thorough grading, it has prevented the Schools from reaching that degree of efficiency otherwise possible to them.

The Trustees of Saint Stephen will have completed in May next their third new School house. The School accommodation of the Town will then be second to that of no locality in the Maritime Provinces. During the past year the Trustees have carried out the course previously entered upon, of employing the best first class teachers they could procure.

Reports of Inspectors.

I bespeak a careful perusal of the Inspectors' Reports, annexed hereto (Appendix B). These gentlemen have devoted much time to the duties of their office, and in many of the Counties they have been required to spend considerable time in the better adjustment of District boundaries. Their services have, in most of the Counties, been of great value in securing the organization of Schools, the removal of difficulties, and the impartial administration of the Law. [*Vid.* Reg. 42 of the Board of Education.]

School Books.

It will be seen by the Inspectors' Reports that the text-books prescribed by the Board of Education have been generally well received by the teachers of the Province. During the year the Board of Education has completed its series of Readers. It has caused a School History of Canada to be prepared, which will be published during the coming year. A suitable text-book on the History of England will shortly be prescribed. Diagrams for lessons in Natural History, and an Industrial Drawing Series, have also been authorized.

No duty devolved upon the Board of Education, has been the subject of more careful and extended deliberation than that of prescribing text-books for use in the public Schools. It has been the aim of the Board to provide the very best text-books possible, and such as are suitable for use in all Schools. No person has ever called my attention to anything in the prescribed text-books, as being justly offensive to any class or creed. I shall esteem it a favour if any person, who may discover statements in any prescribed School book, which he may deem thus offensive, will notify me of the same. His communication will be promptly brought under the notice of the Board, and the subject of it duly considered.

The Length of Daily School Sessions.

In Appendix D will be found the experience and observation of several eminent educationists in reference to the number and length of daily School sessions. The views of these gentlemen are entitled to great respect.

The Mode of Support.

The law requires that I shall offer such suggestions in connection with the subject of Education, as I may judge adapted to promote its welfare throughout the Province. I would here repeat the suggestions offered in my last Report (pp. xxix—xxxvii), with respect to Teaching and Inspection under the provisions of Sec. 11 of The Common Schools Act 1871. This section comes into operation three years from this time.

It is my purpose to offer but one further suggestion in this Report, and that in the interests of the poor districts of the Province. But before doing so, I wish briefly to refer to the mode of support now established by law for the Common Schools of the Province.

BY INDIRECT ASSESSMENT.

There are those who think that the salaries of the teachers might be wholly provided by the Province. In this way, they think, that free schools could be universally established without difficulty. There can be little doubt that many persons would acquiesce, for the present, in such a provision; but it would soon be abandoned, if for no other reason, on account of its inefficiency. To say nothing of the inequalities of this mode, nor of the embarrassment that would thus be brought upon the revenue of the country, it would be extremely difficult, if not utterly impossible, to deal satisfactorily with some of the most important questions touching the prosperity and growth of a system of Public Schools. The salaries provided for the different classes of teachers could not be liberal; they would necessarily be very moderate indeed. As a consequence, the office of teacher would soon be filled by inferior talent. And who would undertake to determine what class of teacher should be provided for any district? The people in many districts would earnestly desire the services of particular teachers who would be unwilling to labor for the moderate amount given by the Province. There would, therefore, need to be some provision in the law by which the people might be empowered to raise locally such additional amounts as they needed,—the very provision which this plan is intended to supersede.

But there are weightier objections to this mode. The entire support for salaries being derived from one source—the Province,—the schools would be exposed to the perils of a crisis. Circumstances now unforeseen, but easily conceived, might imperatively require the appropriation of Provincial funds to other services to an extent altogether incompatible with the discharge of such educational obligations. But under the present three-fold mode of support, the prostration of one of the noblest institutions of the Province could never occur. The means of maintenance being so distributed as to draw in moderation upon every industrial interest, furnishes a broad and permanent basis for the erection of an elastic and enduring system of education.

Were the schools of the Province, moreover, supported chiefly from the Provincial revenue, the education of the country would not, I am convinced, exhibit true and lasting progress. The plan would be found to disappoint the hopes of its promoters. It is not money only or chiefly that is wanted, but an awakening of a deep and universal interest in the education of all, and an abiding conviction of the value and importance of Education to society at large. The securing of a portion of the money needed for the maintenance of schools, should be one of the means employed to create these essential conditions of educational efficiency. Any system of education that fails to enlist the direct interest of the people, and to make that interest the pivot of local operations, is not adapted to secure permanent progress, and is foreign to the spirit of our institutions. Unless the paramount claims of this subject are per-

mitted to rest, to a good degree, directly upon the inhabitants of the several school districts, so that a vital connection shall be established between the school system and the people themselves, education will never occupy throughout the Province, the commanding position to which it is entitled. If the activities of the people are called forth by the feeling of direct responsibility, they will devise far more liberally than it is possible for the Government to do. The inhabitants of each district will regard their school as the offspring of their own exertions; every one will feel that he has a voice and interest in the matter; the schools will be the People's schools, and will grow with the growth and strengthen with the strength of each individual community. If, however, instead of a system based upon direct assessment, a system supported chiefly from the Provincial revenue were in operation, it would be found almost impossible to create a sound public sentiment which carried with it the acknowledgment of individual responsibility. Individual interest would dwindle and decay, and public interest would sink to indifference. Better by far that for a time, there should be sharp debates and differences of opinion in communities (certainty of school operations being guaranteed), than that lethargy and supineness should characterize the people. If the system introduced be a sound one, unreasonable opposition will subside, while universal interest will be enlarged and deepened by the temporary struggle. In truth, there is no road to progress, except through opposing forces.

But a system of schools chiefly supported from the Provincial revenue would not only be fraught with the destruction of individual responsibility and interest, it would not contain a single element adapted to promote the growth of our infant school system. The nourishment or support of to day would be starvation a few years hence, for public interest not being awakened and fostered by such a system of support, no sentiment sufficiently powerful would be brought to bear upon the question in order that governmental provisions might keep pace with the ever-increasing wants of the schools of the Province.

In view of this subject it would, moreover, be the part of folly to ignore the lessons of experience and history. As early as January, 1828, the Committee of Education of the Legislature of Massachusetts declared, "That means should be devised for the establishment of a fund having in view not the *support*, but the *encouragement* of the Common Schools." * * * In February of the same year, the same Committee said: "The establishment of a fund should look * * * to the distribution annually, to all the towns, of such a sum for the benefit of the schools as shall simply operate as an encouragement to proportionate efforts on the part of the towns. *A fund which should be so large as to suffice for the support of the whole school establishment of the State, as is the case in Connecticut, would, in the opinion of the Committee, be rather detrimental than advantageous: it would only serve to draw off from the mass of the community that animating interest which will ever be found indispensable where a resolute feeling upon the subject is wished for or expected.* Such a result is, in every sense, to be deprecated, and whatever may tend to it even remotely, should be anxiously avoided." In 1832, the subject was again before the Legislature of Massachusetts. The report of the Committee set forth even more strongly the same views as in 1828: "The dangers of a large fund were presented, and the example of Connecticut and some States of the West, *where school funds had diminished rather than increased the public interest in Education, was tendered as a warning against a too liberal appropriation of public money.*" On the other hand, it was claimed that "the establishment of a fund which should encourage efforts rather than supply all wants, and without sustaining the schools, give aid to the people in proportion to their own contributions, was a measure indispensable to the cause of Education."

These views finally became law, and the history of education in Massachusetts has amply illustrated their soundness. The State of Connecticut abandoned her system of support, *in the interests of Education*, and has since secured an efficient school system based largely on direct assessment for its support.

For the reasons now advanced I am very decidedly of opinion, that, even were the mode a feasible one in other respects, no more fatal mistake could be made in laying the foundations of a system of free education for New Brunswick, than to provide its chief support from the Provincial revenue. But the mode is not a feasible one. There are about 1,400 school districts, and some of them, as the cities, towns and villages, require a considerable number of teachers. During the term closed October 31st, there were upwards of 1,000 teachers employed. The service requires over 1,500, and it is the object of the law to have schools established in every district at as early a day as possible. By reference to the figures already given from Table viii., it will be seen that at the present moderate rate of salaries, over \$400,000 annual Provincial grant would be needed for this one branch of the service. And were it provided, it would have no elasticity, and the requirements of the system could not be met with discrimination. It will be seen that the present law already provides as liberal grants as the resources of the Province will permit, and, in my judgment, as the best interests of Education demand.

BY DIRECT ASSESSMENT.

It is not my intention to enter at length upon a discussion of the legitimacy and value of direct assessment as a mode of support, but to offer a few considerations by way of justifying the position assigned to it in our present system for the maintenance and control of a system of public instruction. In doing so, I may be permitted to instance the views of a distinguished educationist and statesman:—"A system of public instruction implies a system of universal taxation. The only rule on which taxes can be levied justly is that the object sought is of public necessity, or manifest public convenience. It quite often happens that men of our own generation are insensible or indifferent to the true relation of the citizen to the cause of Education. Some seem to imagine that their interest in schools, and of course their moral obligation to support them, ceases with the education of their own children. This is a great error. The public has no right to levy a tax for the education of any particular child, or family of children; but its right of taxation commences when the education or plan of education is universal, and ceases whenever the plan is limited." No man can be taxed properly because he has children of his own to educate; this may be a reason with some for cheerful payment, but it has in itself no element of a just principle. When, however, the people of a State or Province decide that Education is a matter of public moment, then taxation for its promotion rests upon the basis of Government. As parents, we have a special interest in our children; as citizens, it is this, that they may be honest, industrious, and effective in their labours. This interest we have in all children. The safety of our persons and property demands their honesty; our right to be exempt from pauper and criminal taxes requires habits of universal industry; and our part in the general wealth and prosperity is increased by the intelligent application of labour in all the walks of life. If it is the duty of the Province to seek its own preservation and prosperity by fostering the development of these elements of the common welfare, and to protect itself against poverty and crime; if it is the dictate of reason and the experience of governments that education is the most effectual method of securing these results; if this education must be universal to be thoroughly effective; if the Province is the only agent or instrumentality of sufficient power to so deal with this great business as to secure

the means of education for all; and if assessment lies at the foundation of a system of public instruction—is, in fact, essential to its effective existence and universal extension,—then ought the Province to command this means for the establishment of a system of common education, and every inhabitant is morally bound to lend his support.

A two-fold application of direct assessment has been demonstrated by the experience of Ontario, Nova Scotia, and several of the American States, to subserve the end in view in the most successful and efficient manner,—viz: County and District assessment.

COUNTY ASSESSMENT.—The interests of the inhabitants of each County are more intimately connected than are those of the residents of separate Counties. Each of these communities provides for itself the amount necessary to meet expenditures occasioned by pauperism and crime; and each receives its own special advantage by the diminution of whatever tends to the enervation and corruption of its society, or from the increase of whatever contributes to its strength and purity. It will be denied by none, that the proper education of all composing these communities is a more powerful means of diminishing crime than punitive measures, however rigorous; or that such education is the most direct and powerful instrumentality in securing industrious and virtuous citizens. Each County is morally bound, therefore, in its aggregate capacity, to provide liberally for the support of public schools within its borders.

The inability of many districts in each County to provide from their own resources the necessary means for supporting efficient schools, renders it imperative upon each County to proffer such assistance as, in connexion with the Provincial aid and their own efforts, shall make it possible for these districts to furnish all with the means of at least the elements of a good education.

A liberal amount being provided by each County to aid all its Boards of School Trustees to secure the services of teachers, the assessment for this, one of the most important provisions for the general welfare, falls equitably upon the people of the whole County, and brings the system of support to as equal a basis as is at present compatible with the diversified needs and desires of its individual districts.

As the end attempted—the universal education of the people of each County—cannot be reached except by the establishment of schools in each district, and as it is essential to the successful attainment of the main purpose that the energies of the people of each district be enlisted in its behalf, it is manifest that a liberal County assessment apportioned according to the local efforts of the people, as under the present law, presents the strongest inducement to every district to establish schools, and keep them permanently in operation. Thus the County Fund becomes *the motive power of the whole school system*, in organizing schools, in keeping them continuously in operation, and in securing the largest and most regular attendance of pupils. Thus local and public interests coalesce in bringing into play, and keeping in play, universally, a system of popular education. No educational agency more swift in operation, or more permanent in results, has come under my observation during thirteen years' intimate acquaintance with means of public education. It is, however, absolutely necessary, in order to render it efficient in placing education within the reach of all; in lessening as far as desirable the amount of the district assessment, and thus equalizing, in a measure, the amount of the school assessments; in conducting to the universal organization and continuity of operation of schools; in stimulating every district to secure the largest and most regular attendance of pupils; that the amount thus raised should be "liberal." The amount provided by the present law, I regard as sufficiently liberal to secure the best results. In Nova Scotia, a property rate equal to "twenty cents" a

head of the population, constituted the County Fund as first tried, but experience very soon demonstrated that the sum was too small. "Thirty cents" was substituted, and on that basis the fund has, by common consent, proved the most valuable feature of the school system of that Province. This is the same rate as is provided by our statute, and there is every reason for believing that it will be no less effective and satisfactory in New Brunswick than in Nova Scotia.

DISTRICT ASSESSMENT.—The amount of money received by the teacher from the Province, and the amount received by the Trustees from the County, makes it possible for the various districts to secure the services of Third Class teachers with little or no addition from local sources, while it furnishes a permanent basis for the most extended operations which the liberality of the inhabitants of any district may devise. In order, therefore, that the funds provided by the Province and County may not destroy the very life and soul of a system of free education, but stimulate it into universal activity and growth, the people of each district must be empowered by law to raise by district assessment such supplemental sums of money as shall enable them to give adequate expression to their estimate of the importance and demands of education in their own locality. If the education of all the people is of such transcendent moment as to enlist the interest and direct contributions of the Government of the Province, and if the interests of each County in securing the same result, are of such increased importance as to demand that every ratepayer shall be subject to a direct County assessment for its support, surely the special interests and advantages appertaining to each district in the education of all its inhabitants, demand that every district be empowered to secure the direct contributions of its ratepayers in raising any additional sum that may be needed for its own school. By such a provision our present law completes its mode of support,—one that blends the interests of the District, of the County, and of the Province in the maintenance of schools,—a three-fold cord not easily broken.

Some persons affirm that district assessment is unnecessary, and that the whole sum needed to supplement the Provincial grant should be raised by a general rate over the whole County. They cannot have studied patiently and closely a mode of support adapted to an ever-expanding system of schools, in connexion with the condition and wants of this Province. Suppose the Legislature were to enact such a law, the amount raised would, at best, afford to individual teachers but an average allotment; it would be wholly inadequate to the purchase of lands, the erection of houses, the supply of furniture, apparatus and fuel, or even to the payment of such salaries as the noble sentiment which already prevails in many districts, at present most cheerfully provides. Such an enactment would, in our present condition, fall like frost upon the entire field of educational operations, shrivelling and blighting every germ of promise of a future harvest. Expansion would be almost impossible, since the mode of support would tend directly and powerfully to prevent the growth of a liberal educational sentiment among individuals and communities, as well as to cramp the tangible expression of it where it already exists. It would strike away the only conditions on which it is possible for us to establish a really effective system of public education—the creating and expanding of a vigorous and enduring educational interest throughout the land, by the judicious application of such stimuli as shall call forth the highest effort of the people in connexion with their own district and their own school. It would be not only unwise, it would be unjust for the Legislature, while devising measures for the establishment and prosperity of schools, to decree that those districts which are now able to command some of the best talent of the Province, by cheerfully offering salaries of \$500, \$600, and even \$800, and \$1,000, or more, shall be content

with such inferior teachers as the allotment of any possible County assessment would necessarily impose upon them.

But, it may be said: Let the inhabitants of any district who have children to educate, increase by subscription or by assessment the allotment of the general fund. These propositions deserve a remark or two; and (1) each of them necessitates a provision in the law by which a certain amount may be raised directly from the district,—the very provision for which the large County assessment is proposed, by some, to obviate. (2) Each of them is at variance with the principle upon which a system of public instruction rests. Such a system presupposes that the education of all is a matter of public moment, and that therefore the right to assess any individual is not dependent upon his having children to educate. (3) As to subscription: The progress of education requires that the best men of each district be secured to manage the school. The fact that their services, consuming as they do much time, are gratuitous offerings to the cause, demands that for every duty imposed upon them by law, provision be made for a simple and direct discharge of that duty. If Trustees were to be dependent upon the voluntary contributions of the district in meeting the necessary outlay for the school, it would be but a little while before every man of sound judgment and business talent would refuse to assume the intolerable burdens of the Trusteeship. (4) The direct tendency of each proposition would be to prevent the organization of schools, by throwing upon a few zealous and liberal friends of education in each district, the entire cost of school-houses, lands, furniture, apparatus, fuel, and whatever salary might be needed beyond the general allotment to secure the services of the best teachers,—thus thwarting the design of the whole school system.

In my judgment, the general Mode of Support cannot be improved. The adjustments of the present law, in this respect, are admirably adapted to the end in view. In short, I know of no other country which has a Common School enactment of equal merit with that of this Province. I make no doubt in saying that experimental enactments are not now our special need in behalf of Education; but rather an earnest, patient, persistent effort to bring existing legislation into full play in every school district. It cannot be gainsaid that wherever the Common Schools Act has been allowed unobstructed operation, it has wrought the work for which it was designed, and wrought it well. If, therefore, there are any obstacles to its universal operation which ought to be removed, no time should be lost in removing them. There are two such obstacles known to me,—(1) inequality of rating under the general Assessment Act, and (2) the inability of many of the poorer districts to provide suitable school-houses. In respect of the first, while it does not pertain to my duties to deal with the provisions of the Assessments Act, I venture to call attention to the subject, in the hope that if there are good grounds for the complaints respecting unequal rating, remedial measures may be devised. It is not the fault of the school law if such inequality exists; but the grievance operates as a hindrance to the most successful working of the school system.

In reference to the other obstacle—the inability of poor districts to provide school-houses—I desire to commend the case of such districts to the favorable consideration of the Legislature. The extra current support already provided by law, renders it no hardship for poor districts to sustain a school all the year; but there are large numbers of them without school-houses. The statement on this point, made by Inspector Mitchell of Charlotte County, in his Report hereto annexed, is applicable to certain districts in every County. The following facts have been procured from the several Inspectors:—

Albert County.—Whole number of districts, 68; whole number of school-houses, 52—28 good, 11 middling, 13 poor; number of districts without school-houses, 16. Number of districts requiring aid towards houses, 20—10 having no house, and 10 having poor or unfinished houses.

Carleton County.—Whole number of districts, 134; whole number of houses, 95—71 good, 14 middling, 10 poor; number of districts without houses, 39. Number of districts needing aid towards houses, 49—39 having no house, and 10 having poor or unfinished houses.

Charlotte County.—Whole number of Districts, 113; whole number of houses, 91—30 good, 32 middling, 29 poor; number of districts without houses, 22. Number of districts needing aid towards houses, 18—15 having no house, and 3 having poor or unfinished houses.

Gloucester County.—Whole number of districts, 74; whole number of houses, say 25—12 good, 4 middling, 9 poor; number of districts without houses, 12. Number of districts needing aid towards erection of houses, say 20. [French districts not ascertained.]

Kent County.—Whole number of districts, 99; whole number of houses, 56—7 good, 13 middling, 36 poor; number of districts without houses, 43. Number of districts needing aid towards houses, 27—21 having no houses, and 6 having poor or unfinished houses.

King's County.—Whole number of school districts, 169; whole number of houses, 149—52 good, 51 middling, 46 poor; number of districts without houses, 20. Number of districts needing aid towards houses, 66—19 having no houses, and 47 having poor or unfinished houses.

Madawaska County.—Whole number of school districts, 54; whole number of houses, 13—1 good, 6 middling, 6 poor; number of districts without houses, 41. Number of districts needing aid towards houses, 23—22 having no houses, and 1 having a poor house.

Northumberland County.—Whole number of school districts, 100; whole number of houses, 77—38 good, 14 middling, 25 poor; number of districts without houses, 23. Number of districts needing aid towards houses, 40—19 having no house, and 21 having poor or unfinished houses.

Queen's County.—Whole number of districts, 110; whole number of houses, 84—31 good, 31 middling, 22 poor; number of districts without houses, 26. Number of districts needing aid towards houses, 29—12 having no house, and 17 having poor or unfinished houses.

Restigouche County.—Whole number of districts, 31; whole number of houses, 25—11 good, 10 middling, 4 poor; number of districts without houses, 6. Number of districts needing aid towards houses, 12—6 having no house, and 6 having poor or unfinished houses.

St. John County (without the City and Portland).—Whole number of districts, 55; whole number of houses, 42—16 good, 13 middling, 13 poor; number of districts without houses, 20. Number of districts needing aid towards building, 29—20 having no houses, and 9 having poor or unfinished houses.

Sunbury County.—Whole number of districts, 52; whole number of houses, 38—16 good, 19 middling, 3 poor; number of districts without houses, 14. Number of districts needing aid towards building, 13—10 having no house, and 3 having poor or unfinished houses.

Victoria County.—Whole number of districts, 46; whole number of houses, 23—11 good, 5 middling, 7 poor; number of districts without houses, 23. Number of districts needing aid towards buildings, 16—10 having no house, and 6 having poor or unfinished houses.

Westmorland County.—Whole number of districts, 134; whole number of houses, 102—48 good, 19 middling, 35 poor; number of districts having no houses, 32 (29 of these being French districts). Number of districts needing aid towards building, 32—12 having no house (7 of these being French districts), and 20 having poor or unfinished houses.

York County.—Whole number of districts, 153; whole number of houses, 120—44 good, 49 middling, 27 poor; number of districts without houses, 33. Number of districts needing aid towards building, 41—30 having no house, and 11 having poor or unfinished houses.

The Province.—Whole number of school districts, 1392; whole number of school houses, 992—416 good, 291 middling, 285 poor; number of districts without houses, 370. Number of districts needing aid towards building, 435—265 having no houses, and 170 having poor or unfinished houses.

Of course, some of these districts would require more aid than others, and it might be found in some districts that local resources were altogether adequate to meet the case. In every instance there should be corresponding local effort. I feel that the obligation rests upon the Legislature to remove this obstacle, to the operation of the law, in every place where it exists. The sum of \$40,000, placed at the disposal of the Board of Education, could be so applied to this object, during the coming year, as to secure comfortable School houses in every poor district in the Province. From \$80,000 to \$100,000 worth of permanent School property would thus be at once created in the poor districts, and Schools made not only possible but altogether practicable to their residents. The amount of grant named seems large, but it appears to me that no object, at present, has paramount claims over this, on the public domain.

It must not be expected that a system of free education can be universally established in New Brunswick in a day, while in every other country in which it exists, sharp struggles, grand sacrifices, and prolonged efforts have been required to secure its complete establishment. But there is every ground for saying that we are on the right road, and making good progress. The facts given in this Report demonstrate that the education of the Province has advanced during the past two years as never before. If the present system yields such results in spite of the obstacles inseparable from its introduction, what may reasonably be expected of it by and bye! This, at least—that it will bring to all the people of New Brunswick educational advantages inferior to those of no country on this continent. And we cannot afford to take any lower position. In the words of His Excellency the Earl of Dufferin, in his address to the Board of School Trustees and the public of Saint John,—“Education is not only the foundation of that material wealth which is yearly being accumulated, and for whose acquisition this country affords such magnificent opportunities, but it is also the chief means through which a nation engenders those virtues and qualities, and maintains that high tone of thought and feeling, which, far better than any material prosperity or any accumulation of wealth, can guarantee the greatness and power of any community. But if these observations are true everywhere, they may be urged with tenfold force in Canada. For, gentlemen, we have the satisfaction of remembering that all these children whom we now see before us are the citizens of a Free State, that they breathe an atmosphere where none is permitted to assume superiority over another, unless that superiority is justified and can be maintained by the virtues and qualities in him who asserts it.”

I have the honour to be

Your Honor's most obedient servant,

THEODORE H. RAND.

Education Office, Fredericton.

PART II.

STATISTICAL TABLES.

Table I. PUBLIC SCHOOLS: PRELIMINARY. FOR THE YEAR ENDED 30TH APRIL 1873.

[This Table includes the Common, Superior, and Grammar Schools.]

SUMMER TERM, CLOSED 31st OCTOBER 1872.				WINTER TERM, CLOSED 30th APRIL 1873.			
COUNTIES.	Schools.	Teachers and Assistants.	Pupils registered at School.	COUNTIES.	Schools.	Teachers and Assistants.	Pupils registered at School.
Albert,	47	47	2079	Albert,	40	43	1835
Carleton,	83	85	3437	Carleton,	86	94	3888
Charlotte,	86	89	4068	Charlotte,	99	103	4844
Gloucester,	8	8	304	Gloucester,	10	12	460
Kent,	36	36	1593	Kent,	32	36	1294
King's,	90	95	3649	King's,	102	113	4292
Northumberland,	65	66	2186	Northumberland,	60	63	2258
Queen's,	58	59	2026	Queen's,	53	56	1889
Restigouche,	20	21	877	Restigouche,	21	25	946
Saint John,	144	149	8286	Saint John,	137	142	7511
Sunbury,	34	36	1110	Sunbury,	31	32	1093
Victoria,	17	17	758	Victoria,	19	19	718
Westmorland,	82	89	4450	Westmorland,	92	99	4539
York,	127	133	5014	York,	113	116	4685
N. B. 1872,	887	921	39,837	N. B. 1872-3,	893	951	40,352
1871,	898	932	38,297	1872,	664	672	28,756
Increase, .....	...	...	6,540	Increase,	229	279	11,596
Decrease,	11	11		Decrease,			

Several Schools and 666 pupils, included in the above Statistics of the Winter Term, are not included in some of the subsequent Tables, in consequence of the late receipt of the Trustees' Return.

Table II. COMMON SCHOOLS: ATTENDANCE OF PUPILS: SUMMER TERM '72.

COUNTIES.	Number of Pupils at School this Term.	Proportion of population in attendance at the Schools this Term.	AGE AND SEX OF PUPILS.					Grand total days' attendance made by all the Pupils on the Register.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average during time in Session per 100 on Register.	Number daily present on an average for full time of Term per 100 on the Register.
			Number under 5 years of age.	Number between the years of 5 and 15.	Number over 15 yrs.	Boys.	Girls.					
Albert,	2079	1 in 5.13	11.	1890	173	1282	997	103,893	1013	911	48.72	43.81
Carleton,	3437	1 in 5.80	64	3031	842	1647	1790	176,728	1726	1550	50.20	45.09
Charlotte,	4088	1 in 6.36	55	3693	820	2008	2080	220,603	2141	1935	52.63	47.56
Gloucester,	274	1 in 68.64	8	260	6	144	130	14,288	144	125	52.69	45.62
Kent,	1593	1 in 11.99	18	1425	150	809	784	80,160	755	703	48.69	42.13
King's,	3603	1 in 6.82	60	3218	325	1828	1775	176,096	1655	1545	45.93	42.88
Northumberland,	2127	1 in 9.45	62	1931	134	1130	997	106,411	995	933	46.76	43.86
Queen's,	2026	1 in 6.83	32	1843	151	1027	999	99,416	1020	872	50.36	43.14
Restigouche,	877	1 in 6.35	16	811	50	442	435	43,054	385	378	43.89	43.10
Saint John,	8286	1 in 6.31	23	7764	499	4244	4042	473,168	4479	4151	54.05	50.09
Sunbury,	1110	1 in 6.14	17	1008	85	610	500	60,323	664	529	59.85	47.65
Victoria,	758	1 in 13.35	8	667	88	357	401	31,663	332	278	43.88	36.67
Westmorland,	4450	1 in 6.59	29	4047	374	2298	2152	219,827	2073	1928	46.58	43.32
York,	5014	1 in 5.41	97	4495	422	2533	2431	255,317	2659	2240	53.83	44.67
N. B. 1872,	39,702	1 in 7.19	500	36,083	3,119	20,159	19,543	2,060,897	20,041	18,078	50.32	45.51
1871,	33,297	1 in 8.53	...	...	...	17,534	15,763	...	17,755	...	...	...
Increase,	6,405	1 in 44.59	...	...	...	2,625	3,780	...	2,286	...	...	...

Table II.—CONTINUED: WINTER TERM '72-3.

COUNTIES.	Number of Pupils at School this Term.	Proportion of population in attendance at the Schools in this Term.	AGE AND SEX OF PUPILS.						Grand total days' attendance made by all the Pupils on the Register.	Number daily present on an average during the time the Schools were in Session.	Number daily present on an average for the full Term.	Number daily present on an average per 100 on Register.	Number daily present on an average for full time of Term per 100 on the Register.
			Number under 5 years of age.	Number between the years of 5 and 15.	Number over 15 yrs.	Boys.		Girls.					
Albert,	1764	1 in 6.05	8	1424	332	1019	745	90,373	926	753.11	52.49	42.64	
Carleton,	3817	1 in 5.22	21	3115	681	2028	1759	202,215	2014	1685.12	53.74	44.15	
Charlotte,	4844	1 in 5.54	31	4020	793	2720	2124	267,014.5	2840	2225.5	58.63	45.94	
Gloucester,	460	1 in 40.89	8	418	34	262	198	23,029	265	192	57.60	41.74	
Kent,	1294	1 in 14.76	7	1123	164	711	583	63,259.5	634	527.2	49.00	40.73	
King's,	4217	1 in 5.89	38	3432	747	2420	1797	197,317	2229	1660.9	52.86	39.40	
Northumberland,	2212	1 in 9.30	26	1906	280	1239	973	116,757	1139	976	51.49	44.12	
Queen's,	1844	1 in 7.51	25	1518	301	1041	803	89,613	963	746.7	52.22	40.49	
Restigouche,	946	1 in 5.89	7	848	91	503	443	55,353.5	544	461.3	57.29	48.63	
Saint John,	7508	1 in 6.97	2	6951	555	4011	3497	473,447	4270	3945.4	56.09	52.55	
Sunbury,	1093	1 in 6.25	8	880	205	623	470	57,330	652	477.7	59.65	43.70	
Victoria,	718	1 in 16.21	5	602	111	371	347	40,936	387	341.5	53.90	47.56	
Westmorland,	4444	1 in 6.60	19	3676	749	2474	1970	242,543.5	2800	2021.1	57.76	45.47	
York,	4525	1 in 6.00	39	3865	621	2485	2040	241,884	4464	2015.7	54.45	44.54	
N. B. 1872-3,	39,686	1 in 7.46	244	33,778	5,664	21,207	17,779	2,163,062	21,627	18,028.5	54.86	45.42	
1872,	28,603	1 in 9.93	131	24,376	4,096	16,177	12,426	1,083,949	18,438	14,452	64.45	50.53	
Increase,	11,083	1 in 25.76	113	9,402	1,568	5,730	5,353	1,079,113	3,189	3,576.5	...	...
Decrease, .....	...	...	...	...	...	...	...	...	...	...	9.59	5.11

Table III. COMMON SCHOOLS: No. OF PUPILS IN THE VARIOUS BRANCHES: SUMMER TERM '72.

COUNTIES.	READING.		SPELLING.		GEOGRAPHY		DRAWING.		WRITING.			ARITHMETIC.			
	Reading.	Recitation.	Oral on Reading Lessons.	Spelling Book & Dictation.	Oral.	Text Books.	First Lessons.	Model Cards.	Sketch Look.	First Lessons.	Half Text.	Fine Hand.	Objects or Ball Frame.	Mental.	State.
Albert,	1941	757	1626	1019	533	312	22	...	...	499	245	809	21	1157	1509
Carleton,	3174	1501	2405	1650	1227	563	60	19	21	791	579	1439	47	2003	2207
Charlotte,	3836	1992	3107	2023	1710	808	153	299	8	894	756	1590	268	2289	2879
Gloucester,	252	141	192	117	70	72	...	...	...	66	67	120	19	205	170
Kent,	1529	418	1310	712	370	198	7	2	...	336	279	615	76	957	1039
King's,	3392	1909	2703	1830	1200	690	65	...	22	942	638	1521	115	1914	2495
Northumberland,	1954	483	1351	992	885	405	5	...	...	529	288	960	117	1115	1389
Queen's,	1873	858	1540	974	685	356	9	31	6	387	309	826	47	1266	1359
Restigouche,	796	304	730	384	345	195	15	35	...	180	150	338	73	576	625
Saint John,	7641	3759	6290	4423	3054	1596	829	143	323	2222	1410	3617	745	6274	6211
Sunbury,	1001	422	743	486	299	177	14	...	...	280	133	379	14	470	613
Victoria,	562	291	342	297	199	131	14	...	...	199	139	290	27	348	470
Westmorland,	4292	1904	3225	1934	1319	671	24	9	52	1258	735	1682	175	2539	3003
York,	4508	2317	3148	1986	1978	858	525	86	6	1304	878	1786	651	2753	3001
NEW BRUNSWICK,	36,851	17,056	28,725	18,827	13874	7,032	1742	614	438	9,887	6,576	15,972	2,395	23,866	26,970

Table III.—CONTINUED: SUMMER TERM '72: (Continued).

COUNTIES.	GRAMMAR AND ANALYSIS.		HISTORY.			English Composition.	Bookkeeping.	Chemistry of Common Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Natural Philosophy.	Latin.	Greek.	French.	Physiology.	Surveying.	Botany.	Natural History.	Other Branches.						
	Oral.	Text Book.	Of British America.																			Of Britain.			Of other Countries.		
Albert,.....	246	591	38	298	13	295	31	11	21	30	..	8	..	15	..	..	..	..	..	..	..
Carleton,.....	666	880	109	571	41	415	26	35	31	43	1	5	35	97	8	8	..	..	..	..	4		
Charlotte,.....	517	990	70	583	..	422	50	30	57	35	1	..	80	95	5	11	..	..	..	..	74		
Gloucester,.....	79	49	...	...	...	44	...	...	...	...	...	...	...	...	...	...	...	...	...	...	...
Kent,.....	250	324	47	184	...	98	14	...	6	11	...	...	...	8	...	5	...	...	...	...	...	
King's,.....	524	1084	39	554	66	362	61	57	57	68	1	...	32	38	7	4	...	6	...	...	4				
Northumberland,.....	510	556	46	166	39	172	11	34	14	20	...	...	32	9	4	7	...	...	...	...	1
Queen's,.....	514	615	16	370	31	195	27	47	31	39	...	...	...	13	3	...	...	2	...	...	10
Restigouche,.....	212	321	20	124	...	93	14	83	35	18	...	...	...	19	8	28	...	6	...	...	1	
Saint John,.....	1970	2943	240	1223	90	1255	156	214	266	236	3	...	1647	257	36	352	...	14	...	...	...			
Sunbury,.....	73	278	...	139	44	75	10	10	39	23	...	...	...	16	8	...	...	...	...	...	...
Victoria,.....	113	123	8	68	14	132	9	7	10	14	...	...	2	5	...	...	...	...	...	...	...
Westmorland,.....	855	1084	5	602	13	464	53	7	41	31	...	2	7	35	1	16	...	...	...	...	8		
York,.....	866	1212	55	413	117	566	14	37	56	42	...	...	32	40	7	45	...	...	...	...	48
	7,355	11,150	699	5,395	478	4,583	486	572	664	613	6	15	1,817	657	87	476	...	28	...	...	150				

Table III.—CONTINUED: WINTER TERM '72-3.

COUNTIES.	READING.		SPELLING.		GEOGRAPHY.		DRAWING.		WRITING.		ARITHMETIC.					
	Singing.	Reading.	Recitation.	Oral on Reading Lessons.	Spelling Book & Dictation.	Oral.	Text Books.	First Lessons.	Model Cards.	Sketch Book.	First Lessons.	Half Text.	Fine Hand.	Objects or Ball Frame.	Mental.	State.
Albert,	276	1272	519	985	711	360	269	...	...	...	255	256	661	53	767	1050
Carleton,	438	3480	1680	2657	2033	1870	806	59	...	20	928	697	1898	58	2238	2795
Charlotte,	751	4512	2391	3527	2789	1797	1089	165	171	31	855	718	2349	263	2886	3744
Gloucester,	122	452	192	383	246	95	61	...	...	...	111	158	199	28	270	379
Kent,	71	1178	409	1030	599	303	213	27	...	...	235	231	620	59	793	924
King's,	143	4105	2070	3431	2567	1412	1040	36	...	26	856	753	2118	127	2465	3186
Northumberland,	472	2036	679	1448	1299	765	498	2	20	...	502	331	1146	167	1463	1605
Queen's,	28	1729	916	1383	1086	679	450	47	28	13	334	303	1013	66	1233	1407
Restigouche,	64	987	472	711	441	383	209	26	...	...	240	147	369	43	629	684
Saint John,	1904	7035	4130	5509	4572	3132	1795	798	170	365	1497	1651	3506	828	5842	5956
Sunbury,	119	1031	475	800	568	361	272	60	...	7	181	199	560	56	520	806
Victoria,	17	681	259	492	405	229	109	5	...	9	169	173	283	26	367	510
Westmorland,	266	4118	2285	3274	2244	1532	674	16	24	31	1009	1017	1931	159	2595	3357
York,	1018	4410	2603	3297	2220	1893	908	468	27	...	1037	1038	1911	556	3036	3223
N. B. 1872-3,	5,689	36,976	18,980	28,937	21,780	14,311	8,393	1,709	440	502	8,109	7,672	18,464	2,489	25,104	29,626
1872,	3,424	25,954	10,157	20,052	15,350	9,849	5,192	415	111	305	5,816	5,215	13,402	1,920	17,474	20,896
Increase,	2,265	11,022	8,823	8,885	6,430	4,462	3,201	1,294	329	197	2,293	2,457	5,062	569	7,630	8,730

Table III.—CONTINUED: WINTER TERM '72-3: (Continued.)

COUNTIES.	GRAMMAR AND ANALYSIS.		HISTORY.																			
	Oral.	Text Book.	Of British America.	Of Britain.	Of other Countries.																	
Albert,	243	463	...	262	6	181	52	18	13	27	5	...	...	12	...	...	...	...	...	...	...
Carleton,	802	1184	220	739	68	560	88	100	40	72	3	6	74	73	5	...	...	...	...	...	147
Charlotte,	822	1486	97	829	35	608	136	136	69	56	2	15	37	76	3	21	...	...	...	...	91
Gloucester,	64	125	...	15	...	91	10	17	3	2	...	...	...	...	...	...	...	...	...	...	...
Kent,	244	324	...	257	16	106	24	25	8	4	1	19	...	...	...	4	...	...	...	...	...
King's,	858	1622	141	867	222	430	107	191	126	100	5	10	10	109	...	...	...	...	...	...	...
Northumberland,	505	663	4	365	2	325	22	...	17	28	2	...	...	10	2	6	...	...	...	...	12
Queen's,	455	707	42	474	63	263	42	77	35	59	...	...	...	24	5	...	...	...	...	...	1
Restigouche,	95	342	1	2203	14	162	17	123	31	19	...	12	...	13	2	15	...	...	...	...	31
Saint John,	2032	2740	284	1411	144	1220	202	212	232	230	12	...	868	338	42	264	...	...	...	...	5
Sunbury,	154	426	17	203	41	121	29	16	30	29	...	...	...	21	6	...	...	...	...	...	49
Victoria,	144	202	...	118	19	116	17	11	14	16	4	...	...	8	...	...	...	...	...	...	1
Westmorland,	892	1258	94	789	31	522	132	39	60	29	18	2	...	30	8	3	...	1	...	...	4
York,	900	1234	207	658	121	627	59	106	160	116	...	...	7	58	5	77	...	...	...	...	35
N. B. 1872-3,	8,210	12,776	1107	7,207	732	5,332	937	1071	838	787	42	64	1,002	777	78	398	...	4	...	...	466
1872,	6,221	8,138	779	4,593	449	3,246	598	205	503	553	57	27	331	437	103	459	...	9	...	...	121
Increase,	1,989	4,638	328	2,614	333	2,086	339	866	335	224	...	37	671	340	...	...	...	...	...	...	345
Decrease, .....	...	...	...	...	...	...	...	...	...	...	15	...	...	...	25	61	...	5	...	...	...

Table IV. COMMON SCHOOLS: TEACHERS EMPLOYED: SUMMER TERM '72.

COUNTIES.	MALE.				FEMALE.				TOTAL.			Trained.	Untrained.	No. of Assist- ANTS EMPLOYED.		Total number of Teachers em- ployed this Term.
	CLASS.				CLASS.				Male.	Female.	Both.			Male.	Female	
	I.	II.	III.	IIII.	I.	II.	III.	IIII.								
Albert,.....	1	4	12	8	6	7	9	25	22	47	38	9	..	1	..	47
Carleton,	1	11	10	13	13	14	21	35	48	83	57	26	1	1	1	85
Charlotte,.....	1	6	13	6	25	23	14	25	63	88	74	14	..	1	1	89
Gloucester, .....	..	..	..	2	..	3	2	2	5	7	3	4	..	..	..	7
Kent,	1	1	3	8	6	7	10	13	23	36	27	9	..	..	..	36
King's, .....	..	13	20	5	16	13	22	38	51	89	80	9	2	3	8	94
Northumberland, .....	..	4	8	9	3	17	13	21	33	54	44	10	1	1	1	56
Queen's, .....	..	7	15	8	8	10	10	30	28	58	51	7	..	1	1	59
Restigouche,.....	1	2	3	4	1	4	5	10	10	20	11	9	..	1	1	21
Saint John,.....	1	29	21	7	43	35	11	58	89	147	125	22	1	1	1	149
Sunbury,.....	1	7	3	6	2	6	11	17	19	36	28	8	..	..	..	36
Victoria,	1	4	..	2	1	1	8	7	10	17	7	10	..	..	..	17
Westmorland,	1	9	20	13	15	10	14	44	38	82	68	14	2	5	5	89
York, .....	..	19	21	16	26	22	23	56	71	127	96	31	2	2	4	133
	9	116	149	107	165	172	174	381	510	891	709	181	9	18	18	918

Table IV.—CONTINUED: WINTER TERM '72-3.

COUNTIES.	MALE.			FEMALE.			TOTAL.			Trained.	Untrained.	No. of Assist- ANTS EMPLOYED.		Total number of Teachers em- ployed this Term.
	Class.			Class.			Male.	Female.	Both.			Male.	Female.	
	I.	II.	III.	I.	II.	III.								
Albert,.....	1	7	6	4	9	7	19	20	39	29	10	...	2	41
Carleton,.....	15	10	17	17	14	16	43	47	90	71	19	1	3	94
Charlotte,.....	14	14	9	22	20	19	38	61	99	83	16	1	3	103
Gloucester,.....	2	...	2	...	3	5	4	8	12	6	6	...	...	13
Kent,.....	2	3	8	5	7	9	14	21	35	28	7	...	1	36
King's,.....	17	20	9	18	15	24	47	57	104	93	11	3	5	112
Northumberland,.....	5	7	11	5	19	14	24	38	62	45	17	...	1	63
Queen's,.....	4	14	9	5	9	11	28	25	53	45	8	...	1	54
Restigouche,.....	4	2	4	1	5	7	11	13	24	14	10	...	1	25
Saint John,.....	32	16	7	42	29	11	55	82	138	124	14	...	3	141
Sunbury,.....	4	4	3	2	7	10	12	19	31	27	4	...	1	32
Victoria,.....	5	...	2	1	1	9	8	11	19	9	10	...	...	19
Westmorland,.....	10	25	14	13	7	19	50	39	89	70	19	2	5	96
York,.....	13	20	13	21	20	24	47	65	112	94	18	1	1	114
N. B. 1872-3,...	132	112	114	156	165	185	401	506	907	738	169	8	27	942
*1871-2,....	103	131	77	129	118	90	324	337	661	559	102	7	21	689
Increase,	29	8	37	27	47	85	77	169	246	179	67	1	6	253

* This was not a full Term, being only 75 days, i. e. from 15th January to 30th April 1872.

Table V. COMMON SCHOOLS: PERIOD OF SERVICE OF TEACHERS: SUMMER TERM '72.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.										FEMALE TEACHERS, 1st CLASS.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																										
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of Teachers not more than 3 yrs. in the service.	No. of new Teachers this Term.	MALE TEACHERS, 1st CLASS.							No. 1st Term employed in teaching.	No. 2nd term employed.	No. upwards of 1 but not over 2 yrs.	No. upwards of 2 but not over 3 yrs.	No. upwards of 3 but not over 5 yrs.	No. upwards of 5 but not over 7 yrs.	No. upwards of 7 years in the service.	No. 1st Term employed in teaching.	No. 2nd Term employed in teaching.	No. from 1 to 2 yrs.	No. from 2 to 3 yrs.	No. from 3 to 5 yrs.	No. from 5 to 7 yrs.	No. upwards of 7 years.																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																																												
Albert,	24	17	26	6	1	1</

Table V.—CONTINUED: WINTER TERM '72-3.

COUNTIES.	PERIOD OF SERVICE OF TEACHERS OF THE 1st CLASS.										FEMALE TEACHERS, 1st CLASS.									
	No. of Teachers employed in same District as during previous Term.	No. of Teachers removed to a new District.	No. of Teachers not more than 3 yrs. in the service.	No. of new Teachers this Term.	No. 1st Term employed.	No. 2nd Term employed.	No. upwards of 1 but not over 2 yrs.	No. upwards of 2 but not over 3 yrs.	No. upwards of 3 but not over 5 yrs.	No. upwards of 5 but not over 7 yrs.	No. upwards of 7 years in the service.	No. 1st Term employed.	No. 2nd Term employed.	No. from 1 to 2 yrs.	No. from 2 to 3 yrs.	No. from 3 to 5 yrs.	No. from 5 to 7 yrs.	No. upwards of 7 years.		
Albert,	21	8	12	6	1	1	1	1	1	1	3	1	1	1	1	1	2	1	54	
Carleton,	46	29	38	5	1	1	1	1	1	1	12	1	1	1	1	1	3	3	26	
Charlotte,	50	36	27	9	1	1	1	1	1	1	7	2	1	6	2	5	4	4	29	
Gloucester,	5	3	...	2	...	...	...	...	1	1	1	...	...	1	...	...	...	...	21
Kent,	18	8	10	4	...	...	...	...	1	1	1	...	...	1	...	...	...	...	18
King's,	60	30	44	8	2	2	...	4	4	2	4	1	1	3	3	1	2	8	54	
Northumberland,	38	8	20	6	...	...	1	...	...	...	3	1	1	1	...	...	1	1	26
Queen's,	21	24	28	6	...	...	2	1	...	...	3	...	...	...	...	...	...	...	29
Restigouche,	16	2	12	3	...	...	...	...	...	...	3	...	...	...	3	1	8	9	24
Saint John,	110	20	33	7	...	...	4	2	7	...	19	1	1	3	1	...	...	...	21
Sunbury,	18	8	16	4	...	...	1	1	...	...	4	1	1	1	...	...	...	...	18
Victoria,	8	5	10	1	...	...	...	...	2	...	3	1	1	...	...	...	...	1	26
Westmorland,	39	31	32	6	...	...	1	1	...	...	6	1	2	...	4	3	1	2	29
York,	64	26	49	13	...	...	2	...	...	1	11	...	1	5	3	4	2	6	54
	514	238	331	80	6	3	9	11	12	7	78	6	5	21	18	29	26	54		

Table VI. COMMON SCHOOLS : TIME IN SESSION : YEAR ENDED 30TH APRIL 1873.

COUNTIES.	FOR SUMMER TERM, ENDED 31ST OCT. 1872.										FOR WINTER TERM, ENDED 30TH APRIL, 1873.									
	No. Schools open this Term.	No. Schools in Session less than 50 teaching days.	No. of Schools in Session 50 days but less than 100.	Total in Session less than 100 days.	No. in Session 100 days or upwards.	No. in Session within 5 days or less of full Term.	No. in Session the full Term of 114 teaching days.	Average days Schools in Session for this Term.	Aggregate No. days Schools open during the Term.	No. Schools open this Term.	No. Schools in Session less than 50 teaching days.	No. of Schools in Session 50 days but less than 100.	Total in Session less than 100 days.	No. in Session 100 days or upwards.	No. in Session within 5 days or less of full Term.	No. in Session the full Term of 120 teaching days.	Average days Schools in Session for this Term.	Aggregate No. days Schools open during the Term.		
Albert,	47	6	2	8	39	6	23	102.56	4,820.5	38	11	3	14	24	6	7	94.73	3,600		
Carleton,	83	14	6	20	63	9	32	102.42	8,591	86	17	7	24	62	16	18	108.04	9,292		
Charlotte,	86	12	1	23	63	13	22	103.02	8,860	99	26	13	39	60	9	23	92.24	9,136		
Gloucester,	7	2	...	2	5	1	4	98.71	691	111	4	...	4	6	2	3	89.80	898		
Kent,	36	4	3	7	29	5	21	103.48	3,725.5	32	8	3	11	21	6	6	96.70	3,994		
King's,	89	6	9	15	74	9	40	106.41	9,471	100	22	9	31	69	14	4	89.33	8,933		
Northumberland,	54	4	6	10	44	12	29	106.98	5,777.5	59	13	6	19	40	12	10	92.97	5,486		
Queen's,	58	10	10	20	38	11	22	97.42	5,650.5	51	13	8	21	30	13	4	95.65	4,872		
Restigouche,	20	...	2	2	18	3	13	111.85	2,237	21	3	2	5	16	7	3	103.47	2,173		
Saint John,	144	14	16	30	114	8	99	105.63	15,212	136	12	5	17	119	20	92	113.33	15,420		
Sunbury,	34	6	8	14	20	10	7	90.80	3,087.5	31	9	5	14	17	9	2	93.21	2,889		
Victoria,	17	4	5	9	8	1	5	95.29	1,620	19	3	3	6	13	5	2	104.27	1,981		
Westmorland,	82	8	9	17	65	14	38	106.06	8,697	89	12	7	19	70	23	19	99.14	8,833		
York,	127	28	14	42	85	21	47	96.01	12,193.5	111	26	8	34	77	36	10	96.40	10,700		
	884	118	101	219	665	123	411	102.65	90,544	882	179	79	258	624	178	202	99.00	87,317		

COUNTIES.

Table VII. COMMON SCHOOLS: VISITS—PUBLIC EXAMINATIONS—PRIZES: YEAR ENDED 30TH APRIL 1873.

COUNTIES.	FOR THE SUMMER TERM ENDED 31st OCT. 1872.											FOR THE WINTER TERM ENDED 30th APRIL 1873.										
	VISITS.					EXAMINATIONS.						VISITS.					EXAMINATIONS.					
	No. by Trustees and Secretary.	No. by the County Inspector.	No. by Members of Parliament.	No. by Clergy.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations at close of Term.	No. of Schools not holding Public Examinations at close of Term.	No. of Prizes given to the Pupils.	Value of Prizes given.		No. by Trustees and Secretary.	No. by the County Inspector.	No. by Members of Parliament.	No. by Clergy.	No. by Teachers.	No. by other Visitors.	No. of Schools holding Public Examinations at close of Term.	No. of Schools not holding Public Examinations at close of Term.	No. of Prizes given to the Pupils.	Value of Prizes given.	
Albert,.....	194	43	3	14	23	138	29	18	...	\$33 45		177	38	4	7	9	119	19	19	9	\$2 50	
Carlton,.....	337	32	...	26	49	313	48	35	33	\$33 45		465	36	3	34	39	509	58	28	3	1 60	
Charlotte,.....	206	36	1	40	23	852	69	17	2	2 50		642	83	4	97	104	712	80	19	...	...
Gloucester,.....	37	7	2	1	2	48	6	1	...	...		68	14	1	2	6	76	10	...	...	...
Kent,.....	104	42	...	12	20	60	25	11	1	0 90		124	35	...	10	13	83	24	8	...	...
King's,.....	485	49	1	36	67	398	82	7	7	7 77		511	46	...	34	73	477	85	15	5	2 30	
Northumberland,.....	223	33	...	21	32	166	39	15	6	0 90		266	49	...	8	21	305	40	19	...	...
Queen's,.....	271	44	3	24	52	252	42	16	...	...		288	27	1	26	48	38	36	15	17	6 15	
Restigouche,.....	87	37	4	11	20	90	20	...	10	16 50		116	42	...	19	8	59	16	5	...	...
Saint John,.....	461	408	7	112	201	646	121	23	31	24 33		394	557	20	74	172	487	119	17	42	33 35	
Sunbury,.....	121	13	...	10	18	135	21	12	26	7 29		167	19	2	7	19	250	21	10	...	...
Victoria,.....	53	11	1	19	8	34	9	8	4	7 00		107	13	...	21	10	131	19	...	5	2 25	
Westmorland,...	446	117	8	19	103	345	54	28	24	5 00		525	53	5	27	89	501	77	12	16	11 35	
York,.....	557	140	23	101	194	561	65	62	14	5 45		535	117	4	68	78	428	82	29	18	13 70	
	3582	1017	53	446	812	4026	680	254	158	\$111 29		1385	1089	44	134	689	4525	686	196	115	\$73 20	

Table IX. COMMON SCHOOLS: EXPENDITURE OF GOVERNMENT FUNDS FOR YEAR ENDED 30TH APRIL 1873, to TEACHERS, by Drafts of the Chief Superintendent, payable at Frederickton and Saint John.

COUNTIES:	TO TEACHERS UNDER COMMON SCHOOLS ACT FOR TERM ENDED 31st OCT. 1872.				TO TEACHERS UNDER COMMON SCHOOLS ACT FOR TERM ENDED 30th APRIL 1873.				TOTAL FOR THE YEAR.
	Common Schools.	EXTRA.		Total.	Common Schools.	EXTRA.		Total.	
		Superior.	Grammar Schools as High Schools.			Superior.	Grammar Schools as High Schools.		
Albert,.....	\$2124 62	\$263 55	\$200 00	\$2588 17	\$1441 12	\$340 49	\$198 33	\$1979 94	\$4568 11
Carleton,.....	3458 34	551 50	200 00	4209 84	8442 82	653 12	200 00	4295 94	8505 78
Charlotte,.....	3910 60	895 80	200 00	4505 90	8801 06	537 71	196 61	4535 38	9041 28
Gloucester,.....	259 72	...	...	259 72	372 10	...	...	372 10	631 82
Kent,.....	1496 25	150 00	200 00	1846 25	1153 60	262 28	111 66	1527 54	3373 79
King's,.....	3878 77	934 33	...	4813 10	3577 73	962 27	...	4540 00	9353 10
Northumberland,.....	2334 04	255 54	...	2619 58	2136 55	289 34	...	2425 87	5045 45
Queen's,.....	2654 48	...	118 19	2772 67	2128 22	...	194 16	2322 38	5095 05
Restigouche,.....	962 60	150 00	200 00	1312 60	848 99	106 24	141 66	1096 89	2409 49
Saint John,.....	7383 29	290 80	300 00	7974 09	7168 93	298 74	300 00	7767 67	15,741 76
Sunbury,.....	1191 78	198 75	176 69	1562 22	1019 31	290 40	195 00	1504 71	3066 93
Victoria,.....	598 07	219 53	200 00	1017 60	752 41	265 94	200 00	1218 35	2235 95
Westmorland,.....	3780 61	733 16	200 00	4713 77	3772 65	583 82	196 66	4553 13	9266 91
York,.....	5660 47	273 06	...	5933 53	4649 51	553 32	...	5202 83	11,136 36
	\$38,693 64	\$4,440 52	\$1,994 88	\$46,129 04	\$36,264 98	\$5,143 67	\$1,934 08	\$43,342 73	\$89,471 77

Table X. COMMON SCHOOLS: EXPENDITURE OF COUNTY FUND, FOR THE YEAR ENDED 30TH APRIL 1873, to Trustees, by Drafts of the Chief Superintendent, payable by the several County Treasurers.

COUNTIES.	DISTRIBUTION FOR TERM ENDED 31ST OCT. 1872.					DISTRIBUTION FOR TERM ENDED 30TH APRIL 1873.					Total distributed for the Year to the Trustees.
	(2)	(3)	(4)	(5)	(6)	(7)	(8)	(9)			
	In respect of the services of qualified Teachers, exclusive of Assistants, for time Schools were in Session.	In respect of the average number of Pupils in attendance as compared with the whole attending the Common Schools in the County, and the time in operation.	Total to the Trustees for this Term.	Amount of Col (3) per Pupil in attendance the full Term.	In respect of the services of qualified Teachers, exclusive of Assistants, for the time the Schools were in Session.	In respect of the average number of Pupils in attendance as compared with the whole attending the Common Schools in the County, and the time in operation.	Total to the Trustees for this Term.	Amount of Col (7) per Pupil in attendance the full Term.			
Albert,.....	\$487 43	\$1163 37	\$1600 80	\$1 24	\$458 06	\$1142 74	\$1600 80	\$1 51	\$3201 60		
Carleton,.....	703 44	2287 22	2990 70	1 51	1053 06	1937 64	2990 70	1 14	5981 40		
Charlotte,.....	800 89	3081 41	3882 30	1 54	1163 49	2718 81	3882 30	1 22	7764 60		
Gloucester,.....	59 99	1850 76	1410 75	10 63	112 23	1298 52	1410 75	6 76	2821 50		
Kent,.....	325 08	2540 12	2865 15	3 60	402 33	2462 82	2865 15	4 67	5730 30		
King's,.....	835 61	2853 34	3688 95	1 80	1148 25	2540 70	3688 95	1 54	7377 90		
Northumberland,.....	507 34	2510 06	3017 40	2 55	718 04	2303 65	3021 69	2 43	6039 09		
Queen's,.....	511 33	1565 72	2077 05	1 74	619 76	1457 29	2077 05	1 95	4154 10		
Restigouche,.....	196 78	639 47	836 25	1 64	286 90	549 35	836 25	1 19	1672 50		
Saint John,.....	1339 78	6505 67	7845 45	1 52	1911 43	5930 02	7841 45	1 50	15,686 90		
Sunbury,.....	272 47	751 13	1023 60	1 43	355 29	668 31	1023 60	1 39	2047 20		
Victoria,.....	141 75	1604 40	1746 15	5 77	264 70	1481 45	1746 15	4 34	3492 30		
Westmorland,.....	800 76	3599 49	4400 25	1 68	1166 65	3233 60	4400 25	1 59	8800 50		
York,.....	833 38	2336 72	3170 10	1 39	1378 95	2692 05	4071 00	1 33	7241 10		
	\$7,766 02	\$32,788 38	\$40,554 90	...	\$11,039 14	\$30,416 95	\$41,456 09	...	\$82,010 99		

Table XI. SUPERIOR SCHOOLS: EMBODIED IN PREVIOUS TABLES—SUMMER TERM ENDED 31st OCTOBER 1872.

LOCALITY.		TEACHERS.				No. of Pupils on the School Register.			
COUNTY.	PARISH.	District.	NAMES.	No. of Schools.	Assistant Teachers, if any.	No. of days School open this Term.	COMPENSATION.		Rate of Local pay for the year.
							Government aid		
Albert,	Alma,	5	Chipman Bishop,	1	..	104	\$136 84	\$300	70
Carleton,	Harvey,	3	Bamford W. Duffy,	2	..	107	126 71	270	36
	Richmond,	7	Ivory Kilburn,	3	..	106 1/2	135 70	280	59
	Simonds,	4	Richard Wheeler,	4	..	114	125 00	250	66
	Wakefield,	7	Josiah J. Murphy,	5	..	114	150 00	300	75
	Woodstock,	6	William McIntosh,	0	1	107	140 80	280	97
Charlotte,	Saint George,	1	James Yroon,	7	..	113	123 90	250	50
	Saint James,	2	Hugh Matheson,	8	..	112	147 36	300	58
	Saint Stephen,	1	James Dow,	9	..	86	124 04	202	47
Kent,	Richibucto,	2	George A. Coates,	10	..	114	150 00	300	71
King's,	Hampton,	2	William Wetmore,	11	..	111	146 06	300	50
	Kingston,	5	G. Hudson Flewelling,	12	..	113	115 13	250	74
	Norton,	1	Andrew T. Somerville,	13	..	113	1 6 30	275	99
	Rothessay,	2	George A. Inch,	14	..	106	130 48	300	60
	Springfield,	1	W. Y. T. Sims,	15	1	114	150 00	300	70
	Sussex,	1	Samuel C. Wilbur, A. M.	16	1	112	147 36	300	82
	Westfield,	2	John W. Caulfield,	17	..	114	100 00	200	43
Northumberland,	Derby,	1	James N. Warren,	18	..	110	144 74	300	62
	Newcastle,	7	John Sivewright,	19	..	107	140 50	600	45
Restigouche,	Addington,	1	E. H. M. Alpine, A. B.	20	..	114	150 00	300	120
Saint John,	Lancaster,	3	M. Allan Wall,	21	..	107	140 50	300	59
	Portland,	3	D. Morrison,	22	..	104	150 00	650	76
Sanbury,	Blissville,	8	James L. Simpson, M. D.	23	..	90	93 75	237 50	61
	Maugerville,	2	George Stewart,	24	..	114	100 00	200	36
Victoria,	Andover,	3	George T. Baird,	25	..	111	146 04	300	45
	Gordon,	1	Samuel A. Couillard,	26	..	67	73 47	250	55
	Moncton,	5	James G. McCurdy,	27	1	114	150 00	300	120
Westmorland,	Salisbury, &c.	24	Tobias Addy,	28	..	105	138 16	450	107
	Shediac,	11	William A. Harnes,	29	..	114	150 00	350	67
	Westmorland,	2	James Dalton,	30	..	114	145 00	290	84
	Centerville,	8	W. W. B. Anderson,	31	..	114	150 00	300	100
York,	Dongias,	1	George D. Carter,	32	1	113	136 21	275	78
	Saint Mary's,	3	D. H. Burbidge, A. M.	33	1	104	136 55	450	105
							\$4,440 12		2327

Table XI.—CONTINUED: WINTER TERM ENDED 30TH APRIL 1873.

LOCALITY.		TEACHERS.										No. of Pupils on the School Register.
COUNTY.	PARISH.	District.	NAMES.	No. of Schools.	Assistant Teachers, if any.	No. of days School open this Term.	COMPENSATION.		Rate of Local pay for the year.			
							Government aid.	Local pay				
Albert,	Alma,	5	Chipman Bishop,	1	..	120	\$150 00	\$300	50			
	Harvey,	3	Bamford W. Duffy,	2	..	48	45 00	270	28			
	Harvey,	9	Asael Wells,	3	..	57	61 75	269	39			
	Hopewell, ..	1	Bamford W. Duffy,	4	..	67	83 74	459	58			
Carlton,	Richmond, ..	7	Ivory Kilburn,	5	..	115	134 16	280	79			
	Simonds,	4	Richard Wheeler,	6	..	113	117 71	280	69			
	Wakefield, ..	7	Josiah J. Murphy,	7	..	120	145 00	290	79			
	Wicklow,	14	W. A. Smyth,	8	1	113	141 25	380	91			
	Woodstock, ..	6	William A. Intosh,	9	..	120	115 90	230	70			
	.. ..	1	Stephen Rand,	10	..	120	125 00	250	60		
Charlotte,	Saint James, ..	2	Hugh Matheson,	11	..	140	137 50	325	63			
	Saint Stephen, ..	Town,	Nehemiah Ayer, A. B.	12	1	984	125 21	600	72			
	West Isles, ..	5	W. Temple Day,	13	1	120	150 00	450	84			
	.. ..	2	George A. Coates,	14	..	119	148 74	300	72		
Kent,	Richbucto, ..	9	John Moser,	15	..	109	113 54	250	71			
	Welford, .. ..	..	..	..	..	..	..	..	..
King's,	Hampton,	2	William Wetmore,	16	..	118	147 50	300	70			
	Kingston,	5	E. P. Flewelling,	17	..	1184	123 43	250	86			
	Norton,	1	Andrew T. Somerville,	18	1	119	136 35	275	135			
	Rothessy,	2	George A. Inch,	19	..	111	138 74	250	46			
	Springfield, ..	1	W. Y. T. Sims,	20	1	118	147 50	300	76			
	Sussex,	1	Oscar J. McCully, A. B.	21	1	81	101 25	300	89			
	Westfield,	2	John W. Gaulfield,	22	..	120	100 00	200	41			
	Greenwich, ..	4	J. M. Congrethame,	23	..	54	67 50	300	60			
Northumberland, ..	Derby,	1	James N. Wathen,	24	..	1194	149 36	300	72			
	Newcastle, ..	Town,	C. M. Hutchison,	25	..	69	56 24	700	57			
.. ..	do	..	John Seivewright,	..	..	43	53 74	..	..	

Restigouche,	..	..	1 A	E. H. McAlpine, A. B.	..	..	26	1	33	41 24 }	300	128
				Robert Altin:	..	..	..		52	65 00 }		
Saint John,	..	..	3	M. Allan Wall,	..	..	27	..	119	14 74	300	57
			Town,	D. Morrison,	..	..	28	1	118	150 00	750	76
Sanbury,	..	..	8	James L. Simpson, M. D.	..	..	29	..	112	110 83	250	64
			4	William Parlee,	..	..	30	..	44	55 62	300	46
			2	George Stewart,	..	..	31	..	119	123 95	250	46
Victoria,	..	..	3	George T. Baird,	..	..	32	..	117	146 24	350	56
			1	Samuel A. Couillard,	..	..	33	..	115	119 70	250	61
Westmorland,	..	..	1	James G. McCurdy,	..	..	34	..	116	145 00	300	95
			24	Tobias Addy,	..	..	35	..	117	146 24	300	57
			11	William A. Barnes,	..	..	36	..	120	150 00	300	71
			2	James Dalton,	..	..	37	..	118	142 58	280	57
York,	..	..	8	W. W. B. Anderson,	..	..	38	..	120	150 00	300	62
			1	George D. Carter,	..	..	39	..	120	150 00	300	84
			2	R. S. Nicolson,	..	..	40	..	100	114 58	300	56
			3	D. H. Burbidge, M. A.	..	..	41	..	111	138 74	300	110
												2833
											\$5,143 67	

27	57	16	66	40	16	28	..	..	..	15	11	39	..	32	43	27	36	..	27	..	15	10	10	4	5	..	3	..	12	
28	..	..	..	75	75	75	..	..	..	..	75	75	..	75	75	..	75	..	..	..	19	19	25	16	18	..	16	..	8
29	61	..	64	37	..	14	..	..	6	6	10	22	..	25	29	..	20	..	10	14	..	..	..	1	..	..	..	..	..
30	46	..	46	38	46	12	..	..	..	..	..	34	6	37	37	17	32	12	..	..	3	9	10	6	..	..	..	..	..
31	46	..	10	36	17	23	..	..	5	9	9	33	..	9	37	10	24	..	20	10	11	9	9	6	..	..	..	..	..
32	56	34	56	56	36	20	..	..	..	10	46	..	..	56	56	56	56	..	31	31	11	11	1	5	4	..	..	4	..
33	61	..	61	42	6	..	..	..	16	19	11	..	..	22	48	..	23	..	20	20	3	..	..	8	..	..	..	..	..
34	90	20	70	65	35	30	..	..	18	12	45	..	..	48	68	42	42	..	45	18	6	..	10	10	..	..	..	..	..
35	57	57	57	46	8	32	..	..	31	4	30	19	..	53	53	38	38	..	32	2	2	2	2	2	2	2	2	..	..		
36	71	60	71	30	..	20	..	..	..	12	59	47	..	59	59	..	22	..	12	6	..	..	..	..	..	..	..	..	..
37	..	80	87	88	62	33	..	..	..	27	25	32	..	84	87	23	43	..	36	15	14	..	..	1	..	15	15	..	33
38	62	21	62	20	19	..	12	12	12	11	29	14	27	35	13	17	17	..	9	21	..	..	3	4	8	1	3	..	30		
39	80	84	16	69	15	10	..	..	..	12	11	40	..	74	68	..	21	..	11	6	..	..	5	6	..	..	..	..	..
40	54	27	54	29	32	14	18	..	..	15	..	36	18	36	36	18	27	..	27	14	..	..	..	..	..	2	..	..	..	
41	44	6	44	44	25	19	..	..	..	..	..	44	..	44	44	..	38	..	4	16	35	6	..	8	6	..	2	..	..		
267	2608	1180	2446	1772	1261	960	56	32	31	521	658	1583	97	1984	2316	725	1369	109	928	56	741	216	242	143	186	40	58	28	105	21	15	8	146

Table XII. GRAMMAR SCHOOLS: SUMMER TERM ENDED 31st OCTOBER 1872.

[The Trustees of those Schools marked with an asterisk * united with the District School Trustees under the authority of Section 53 of the 'Common Schools Act 1871,' on the conditions named in Regulation 36, of the Board of Education. Those united Schools are included in Tables previously given.]

LOCALITY.		TEACHERS.									
		COUNTY.	PARISH.	Number.	NAMES.	No. of Assistant Teachers, if any.	Length of service in days or months.	COMPENSATION.			
								TO THOSE IN UNION.		School Grant to those not in Union.	Total of Government aid.
								District.	County Grammar School.		
Albert,	* Hillsborough, ..	1	George W. Beatty, A. B. ..	1	110 days,	\$75 00	\$200 00			\$275 00	\$110 00
Carlton,	* Woodstock, ..	2	James M. Coy,	1	104 days,	75 00	200 00			275 00	110 00
Charlotte,	* St. Andrews, ..	3	Charles M. Sills, A. B. ..	..	104 days,	75 00	200 00			275 00	400 00
Gloucester,	Bathurst,	4	L. Des Brisay, N. Ayer, ..	..	3 mos. each,	..	..		\$200 00	200 00	334 00
Kent,	* Richibucto, ..	5	John Moser, A. M. .. ..	..	111 days,	73 03	200 00			273 03	200 00
King's,	Hampton,	6	John Raymond, .. .. .	..	6 months,	..	..		200 00	200 00	240 00
Northumberland, ..	Chatham,	7	R. Shreve, B. A. .. ..	..	6 mos. to Feb 28, 73	..	..		200 00	200 00	200 00
Queen's,	* Gagetown,	8	Philip Cox, A. B.	1	604 days,	39 80	118 19			157 99	100 00
Restigouche,	* Dalhousie,	9	John R. Miher, .. .. .	..	115 days,	75 00	200 00			275 00	250 00
Saint John,	* St. John City, ..	10	Rev. Chas. G. Ooster, Ph.D. ..	2	103 days,	75 00	*200 00			375 00	1200 00
Susbury,	* Sheffield,	11	Geo. F. Burpee, M. A., \$45.69 } Geo. T. Taylor, \$128, ..	9	92 days,	60 36	176 69			237 05	220 00
Victoria,	* Grand Falls, ..	12	Geo. W. Fenwick, A. B. ..	..	95 days,	62 50	200 00			262 50	150 00
Westmorland,	* Shediac,	13	David B. White, .. .. .	..	116 days,	75 00	200 00			275 00	350 00
York,	* Fredericton, ..	14	Geo. R. Parkin, A. M. ..	2	1024 days,	73 82	†			73 82	350 00
						\$759 51	\$1994 85		\$600 00	\$3354 39	

* The Government aid to the Saint John Grammar School, as paid through the Trustees, is \$600 per year.

† The Government aid to York-County Grammar School is paid through the "University Grant."

Table XII.—CONTINUED: WINTER TERM ENDED 30TH APRIL 1873.

[The Trustees of those Schools marked with an asterisk* united with the District School Trustees, under authority of Section 53 of the 'Common Schools Act 1871, on the conditions named in Reg. 36, of the Board of Education. Those united Schools are included in Tables previously given.]

LOCALITY.		TEACHERS.					COMPENSATION.			
COUNTY.	PARISH.	Number.	NAMES.	No. of Assistant Teachers, if any.	Length of service in days or months.	TO THOSE IN UNION.			Total of Government aid.	Rate per year from Trustees
						District.	County Grammar School.	School Grant to those not in Union.		
Albert, ..	*Hillsborough, ..	1	George W. Beatty, A. B. ..	1	119 days,	\$74 37	\$198 39	..	\$272 70	\$20 00
Carlton, ..	*Woodstock, ..	2	James McCoy, ..	1	118 days,	75 00	200 00	..	275 00	110 00
Charlotte, ..	*St. Andrews, ..	3	Charles M. Sills, A. B. ..	..	116 days,	73 73	196 61	..	270 34	250 00
Gloucester, ..	Bathurst, ..	4	..	..	..	..	..	..	..	..
Kent, ..	*Richibucto, ..	5	J. B. Oakes, A. B. ..	..	67 days,	41 87	111 66	..	153 53	200 00
King's, ..	Hampton, ..	6	John Raymond, ..	..	6 months,	..	..	\$200 00	200 00	120 00
Northumberland, ..	Chatham, ..	7	R. Shreve, M. A. ..	..	4 months,	..	..	133 33	133 33	210 00
Queen's, ..	*Gagetown, ..	8	Philip Cox, A. B. ..	..	116½ days,	72 81	194 16	..	266 97	100 00
Restigouche, ..	*Dalhousie, ..	9	J. R. Miller, 52 days, \$86.60; } J. Ross, 33 days, \$55. ..	1	..	..	..	..	..	..
Saint John, ..	*City of St. John, ..	10	Rev. Charles G. Coaster, Ph. D. ..	..	65 days,	53 12	141 66	..	194 76	250 00
Sunbury, ..	*Shedfield, ..	11	George T. Taylor, ..	2	118 days,	75 00	*300 00	..	375 00	1200 00
Victoria, ..	*Grand Falls, ..	12	George W. Fenwick, A. B. ..	2	117 days,	73 12	195 00	..	268 12	400 00
Westmorland, ..	*Shediac, ..	13	David B. White, ..	1	120 days,	75 00	200 00	..	275 00	200 00
York, ..	*Fredericton, ..	14	Geo. R. Parkin, A. M. ..	..	118 days,	73 75	196 66	..	270 41	350 00
				2	113 days,	71 82	†	..	71 82	650 00
Amounts for Term ended 31st October 1873,						\$759 59	\$1,934 08	\$333 33	\$3,027 00	
						759 51	1,991 89	600 00	3,354 39	
						\$1,519 10	\$3,928 96	\$933 33	\$6,381 39	

* The Government aid to the Saint John County Grammar School is paid through the Trustees thereof.

† The Government aid to the York County Grammar School is paid through the University Grant.

Table XII.—WINTER TERM CONTINUED.

NUMBER OF PUPILS IN THE VARIOUS BRANCHES OF INSTRUCTION.

No. brought forward.	No. of Pupils on the Register.		Reading.		Spelling.		Geography.		Drawing.		Writing.		Arithmetic.		Grammar.		History.		English Composition.	Bookkeeping.	Chemistry of Things.	Algebra.	Geometry.	Navigation.	Mensuration.	Nat. Philosophy.	Latin.	Greek.	French.	Surveying.	Other.
	Singing.	Reading.	Recitations.	Oral on Reading Lessons.	Spelling Book and Dictation.	Oral.	Text Book.	1st Lessons.	Model Cards.	Sketch Book.	1st Lessons.	Fine Hand.	Object.	Mental.	State.	Oral.	Text Book.	British America.														Britain.	General.
1	128	128	93	46	77	..	50	..	..	..	13	23	85	9	60	89	62	18	..	12	8	9	8	..	..	12	8	..	..	..
2	62	..	62	60	60	41	62	..	..	..	..	..	..	..	62	70	20	41	4	61	12	14	13	..	6	41	5	5	..	4
3	41	..	..	41	41	..	40	..	..	..	..	..	41	..	41	19	22	63	14	41	5	14	15	..	..	19	3	15	..	..
4	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
5	31	31	..	31	..	31	31	..	..	..	..	..	31	..	31	31	..	..	24	..	25	2	..	..	..	3	..	..	..	..
6	44	..	..	..	44	41	41	..	..	..	..	..	..	..	..	44	41	..	39	41	..	6	6	..	..	17	5	13	..	..
7	51	51	..	..	51	..	46	..	..	..	..	..	..	..	..	51	46	..	12	45	..	4	6	..	..	6	..	..	..	..
8	105	105	..	60	45	..	47	..	15	..	21	26	49	..	65	98	57	41	18	15	13	8	18	..	..	14	5	..	..	4
9	126	126	60	68	60	63	60	..	..	68	9	40	22	106	106	34	60	90	..	60	2	60	18	..	..	4	2	9	..	..
10	113	113	36	77	113	113	113	..	..	16	..	50	113	..	27	113	63	63	108	81	62	88	51	36	76	38	50	..	..	..
11	63	62	..	47	54	19	38	..	..	4	7	7	50	..	49	61	9	40	..	6	13	17	1	..	21	6	..	..	..	..
12	90	88	22	37	74	23	33	..	..	9	43	10	35	..	47	88	34	..	7	20	2	4	2	..	8	..	..	..	..	..
13	45	45	45	27	27	45	19	..	..	..	..	..	19	..	19	45	45	19	6	19	14	14	2	..	14	1	..	..	..	..
14	118	105	70	83	88	..	88	..	..	..	..	86	..	118	118	83	65	30	23	64	92	6	77	82	48	..	53	5	..	..
1019	45	941	388	377	734	376	669	..	15	28	152	205	730	31	625	958	400	606	476	173	515	95	286	267	206	81	42	268	75	195	8

Table XIII. PROVINCIAL TRAINING AND MODEL SCHOOL: FOR THE YEAR ENDED 30TH APRIL 1873.
 [The Pupils enrolled at the Model School are included in the number of Pupils reported in previous Tables.]

LOCATION: FREDERICTON.	No. of Teachers.	STUDENTS AND PUPILS.				SPECIAL PROVINCIAL GRANTS.	
		No. in Attendance.		No. Awarded License.		Particulars.	Amount.
		Summer Term.	Winter Term.	Close of Summer Term.	Close of Winter Term.		
Training School,	2	33	45	29	45	74	Salaries, viz :— To the Principal, ... \$1,100 00 To the Assistant, ... 400 00 To the two Teachers of the Model School, \$290 each, 580 00 \$2,080 00
Model School,	2	79	75	...	...	...	To pay rent of premises, Amount paid by Board of Works— Fuel, services of Janitor, Repairs, 758 41
	4	112	120	29	45	74	\$2,887 32

Table XIV. COMMON SCHOOLS: TEACHERS' EXAMINATION—FOR THE YEAR ENDED 30TH APRIL 1878.

STATIONS	TERMS.	AND	MALE.				FEMALE.				SUMMARY.				Total Licensed.																	
			I Class.		II Class.		III Class.		I Class.		II Class.		III Class.			MALES.		FEMALES.														
			School Class.																													
Students at Provincial Training School.	SUMMER TERM.	Fredericton,.....	No. of Candidates admitted to the Written Examination, & the grounds of such admission.		Holding License from Board of Education.		Graduate of a College.		Graduates of a Normal School.		Total No. admitted.		No. examined for this Class.		No. that obtained this Class.		No. examined for this Class.		No. obtained 1st Class.		No. obtained 2nd Class.		No. obtained 3rd Class.		No. examined for this Class.		No. that failed to obtain any Class.		Total Licensed.			
			28		1 29		6 6		3 3		1 1		3 1		1 1		1 1		1 1		6		3 5 2		3		1 13 6		29			
			4 4		6 14		3 3		7 5 2			1 2 12		29	
			2		2		1		1			1		2	
			2		2		1		1		
			2		2		1		1		
			2		2		1		1		
			2		2		1		1		
			2		2		1		1		
			2		2		1		1		
Fredericton,.....	WINTER TERM.	Fredericton,.....	41		3 3 8 50		2 2 7 3 8		1 12 10		2 2 2		6 4 2		18 12 1		5 5		...		2 3 13		4 1 4 14		9		...		49			
			69		9 7 10 95		5 5 21 14 5 1		1 12 10		2 2 5 5		11 6 3 1		7 128 25 2		1 13 13		...		5 14 15		8 1 6 28 16		2 92		292					
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			
			4		4		3		3		3		3		3		3		3		3		3		3		3		3			

The Licenses issued as above were Provincial Licenses, to be valid during the good behaviour of the holders. In addition to these Provincial Licenses, a considerable number of Local Licenses, valid for *one year*, were issued by Inspectors, under the provisions of Reg. 32 of the Board of Education.

Table XV. COMMON SCHOOLS: LIBRARIES.
DISTRICT SCHOOL LIBRARIES ESTABLISHED DURING THE YEAR ENDED 30TH APRIL 1873.

LOCALITY.			Maps of New Brunswick as extra bounties	VALUE.			Number of Volumes.
COUNTIES.	PARISHES.	DISTRICTS, &c.		LOCAL.	PROVINCIAL.	TOTAL.	
Sunbury,	Sheffield,	District No. 2,	1	\$50 00	\$20 00	\$70 00	..
Victoria,	Andover,	do. 4,	1	21 86	10 93	82 79	..
York,	Kingsclear,	do. 6,	1	20 20	10 10	80 30	..
				\$92 06	\$41 03	\$133 09	..

The Government Bonus of \$41.03, duly provided for—Warrant No. 128.

Table XV. COMMON SCHOOLS: ALLOWANCES PAID IN AID OF TEACHERS IN ATTENDANCE AT THE PROVINCIAL TRAINING SCHOOL, DURING THE YEAR ENDED 30TH APRIL 1873.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.	Warrant provid- ing for the claims.	Amount.
1872.					
May	2, 3, 6, 8, 16, 17, 22, 23, 28,	Ellen M. Brown, James M'Gorman, Mary B. Perley, Maggie M'Donald, Eleanor S. Dowling, Annie L. Manzer, late, Maggie A. Jordan, Alfreda Marsters, Alice Reid, Gertrude A. Yerra, Alma S. Sproul, Joanna Turner, Matilda J. Booth,	Northeast, Harvey, Burton, Napan, Glenelg, Saint John, Andover, Dorby, Caledonia, Wilmot, Saint Mary's, Hampton, Deer Island, Lakefield, Sussex,	Warrant No. 231 "	\$24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00 24 00
June	1, 7, 10, 11,				\$312 00
July	14, 14, 14, 5, 9, 17, 23, 23, 18, 18, 25, 28,	Emma S. Morrison, Margaret Barman, Annie M. Hanson, Sarah Grace Young, Annie P. Hanson, Lizzie D. Jackson, Jennie E. Somerville, Duncan H. M'Donald, William H. M'Donald, Martha A. Trites, Phebe A. Magee,	Saint David, Chatham, Fredericton, Saint Mary's, Bocabe, Baillie, Springfield, Late Cape Breton, do. do. Coverdale, Fredericton,	Warrant No. 474 " " " " " " " " " " " " " " " " " "	\$24 00 24 00 24 00 24 00 24 00 24 00 24 00 17 00 17 00 24 00 24 00
September					\$250 00
			<i>Carried forward,</i>	...	\$312 00

Table XV.—CONTINUED.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.	Warrant provid- ing for the claims.	Amount.
1872.			<i>Brought forward, ...</i>	...	\$312 00
September 30,	12	David L. Gaunce,	Burton,	Warrant No. 474	\$250 00
30,	13	Helen R. Broderick,	Fredericton,	"	24 00
October 16,	14	Jennie E. Somerville,	Johnston, (Narrows) Queen's,	"	24 00
21,	15	Sarah G. Young,	St. Mary's, (Stanley) York,	"	24 00
21,	16	Bertha A. Currey,	Hammond,	"	24 00
30,	17	Ernest P. Flewelling,	Clifton,	"	24 00
November 4,	18	Eliza Perley,	Maugerville,	"	24 00
5,	19	Deborah E. Strong,	Alma,	"	24 00
5,	20	Minnie L. Mersereau,	Saint Mary's,	"	24 00
					466 00
	1	James E. Wetmore,	Clifton,	Warrant No. 10,	\$24 00
6,	2	Hannah J. Rideout,	Simonds,	"	24 00
11,	3	Lizzie E. Taylor,	Fredericton,	"	24 00
13,	4	Brunswick W. Fox,	Gagetown,	"	24 00
15,	5	Charles H. Cowperthwaite,	Somerville,	"	24 00
19,	6	Sophia McCully,	Prince William,	"	24 00
20,	7	Julia C. Frost,	Butternut Ridge,	"	24 00
25,	8	Ellen Chrystal,	Weldford,	"	24 00
December 3,	9	Alma B. Horton,	Burton,	"	24 00
4,	10	Isabel Anderson,	Fredericton,	"	24 00
7,	11	Henrietta Simonson,	Jacksonville,	"	24 00
9,	12	Jennie Cleaveland,	Saint John,	"	24 00
11,	13	J. Wesley Clark,	Ledge, Saint Stephen, Charlotte,	"	24 00
12,					
1873.					
January 15,	14	Maggie C. Irving,	Hillsboro',	"	24 00
16,	15	Hannah Willis,	Clifton,	"	24 00
March 13,	16	Joseph H. Morrison,	Saint John,	"	24 00
April 5,	17	Francis F. Macgowan,	Fredericton,	"	24 00

[illegible]

Table XVI.—CONTINUED.

Date of Payment.	No. of Draft.	Teacher's Name.	Locality.	Warrant providing for the claims.	Amount.
1873.			<i>Brought forward, ...</i>		\$1,246 00
March	30	Maggie M. Taylor,	Saint John,	...	\$528 00
13,	31	Lizzie A. Inch,	Hampstead,	Warrant No. 122	24 00
13,	32	Susan Sanson,	Douglas,	"	24 00
13,	33	George B. Martin,	do.	"	24 00
13,	34	George E. Armstrong,	Saint John,	"	24 00
13,	35	Ansley Dunham,	do.	"	24 00
13,	36	Laura A. Seaman,	Minudie,	"	24 00
13,	37	Margaret Gilman,	Kingsclear,	"	24 00
13,	38	A. Rankin Bedell,	Fredericton,	"	24 00
13,	39	Mary A. Marsh,	do.	"	24 00
13,	40	Ella L. Thorne,	do.	"	24 00
13,	41	Lizzie E. Taylor,	do.	"	24 00
13,	42	Annie P. Hanson,	do.	"	24 00
					1,008 00
					\$2,254 00

Table XVII.

SUMMARY OF PROVINCIAL GRANTS in aid of Public SCHOOLS for the Year ended
30th April 1873.

Public Schools—					
Common,	...	...	...	...	\$75,958 62
Superior,	...	...	...	...	9,584 19
Grammar,	...	...	...	...	3,928 96
					<hr/>
					\$89,471 77
Training and Model School, (per Table XIII.),	...	...	...	...	2,887 32
Allowance to Teachers at Training and Model School,	...	...	...	...	2,254 00
Postage, \$487.11 ; Telegrams, \$131.89,	...	...	...	...	619 00
Examinations—September, \$33.00 ; March, \$39.12,	...	...	...	...	\$72 12
At Chatham, \$47.24 ; St. John, \$37.25,	...	...	...	...	84 49
Special Examination at Dorchester, E. V. Tait,	...	...	...	...	27 90
					<hr/>
					184 51
Printing—At Queen's Printing Office,	...	...	...	...	\$688 35
By J. & A. M'Millan, &c. \$197, \$14.89, and \$185.07,	...	...	...	...	397 96
					<hr/>
					1,086 31
Advertisements in Newspapers throughout the Province,	...	...	...	...	174 97
Prof. Baillairge, Quebec, for Tableau of Solids,	...	...	...	...	50 00
L. Prang & Co., Boston, (Nat. Science Diagrams),	...	...	...	...	7 19
C. Copinger, Translator, French into English, &c., subsequent to 30th April, '72,	...	...	...	...	50 00
Extra Clerk, service chiefly at "Terms," April and October,	...	...	...	...	686 65
Amount paid F. A. Bernard, French Tutor, full claim,	...	...	...	...	200 00
To Messrs. M'Kean & Fairweather, Architects, for sundry School-house Drawings, for various Districts, Specifications, &c., to 30th April 1873,	...	...	...	...	\$750 00
St. John & Halifax Lithograph Company, for Lithographing School-house Plans, Designs, &c.	...	...	...	...	349 08
J. B. Gregory, for binding and cutting Plans,	...	...	...	...	10 00
					<hr/>
					1,109 08
A. & W. MacKinlay, Halifax, for Teachers' Text-Books, 1869,	...	...	...	...	120 00
To sundry County Inspectors, for extra travelling, chiefly in adjusting Dis- trict Boundaries and School-house sites, per Account in detail,	...	...	...	...	2,264 86
Paid parties, outside of the Inspectors, for similar service,	...	...	...	...	107 90
Paid claims of Inspectors, for Postages, Telegrams, &c., per Account,	...	...	...	...	177 63
Edward O'Brien, services at Education Office, \$40 ; Express charges, \$10.10,	...	...	...	...	50 10
Stationery, Binding, &c., \$117.29 ; Library Bonus, per Table XV., \$41.03,	...	...	...	...	158 32
Salaries—					
Chief Superintendent, T. H. Rand,	...	...	...	...	1,600 00
Assistant do. George Thompson,	...	...	...	...	1,000 00
					<hr/>
					2,600 00
14 County Inspectors,	...	...	...	...	4,000 00
Travelling expenses of Chief Superintendent to April 30th, 1873, viz :—	...	...	...	...
To October 1872, \$105 ; and to date, \$200,	...	...	...	...	305 00
					<hr/>
					<u>\$108,554 01</u>

PART III.

APPENDICES.

APPENDIX A.

REPORT OF THE PRINCIPAL OF THE PROVINCIAL TRAINING AND MODEL SCHOOL.

PROVINCIAL TRAINING SCHOOL,

Fredericton, October, 1878.

SIR,—

From the tabular reports already submitted to you, it will be seen that during the School year just closed 91 students have undergone a course of professional instruction; that of this number 45 attended during the Summer and 46 during the Winter Term; and that the classification or professional standing reached by the students was as follows: Winter Term—*Superior*, 0; *Good*, 9; *Fair*, 27; *not classed*, 9; Summer Term—*Superior*, 0; *Good*, 7; *Fair*, 29; *not classed*, 10.

The general course of instruction, in addition to the subjects formerly reported, embraced a few others. Natural Philosophy and Trigonometry, though by no means extensively pursued, received attention by the more advanced students, and during the last term there was superadded instruction in physical and vocal training to all the students. If the Institution were placed in a position by an increase in its teaching staff, to give instruction in at least all the subjects required of First Class Teachers, its usefulness would be greatly extended, and its influence on our Common Schools considerably increased. Until such instruction can be given at the Training School, it will be impossible for it to supply the increasing demand that is now made upon it for teachers of good literary as well as professional standing.

The professional work, which is the distinctive feature of the Institution, maintains the same threefold arrangement as before, embracing instruction in the theory, and example and practice in the art, of School teaching and management. The aim was to give a theoretical acquaintance with methods and principles, and to afford such practical familiarity with these as could be gained by using the Model Schools attached to the Institution, and by special practice amongst the students themselves. This theoretical instruction was conveyed in a series of lectures during the first hour of the morning session for four days of the week. The students made rough notes of the lectures as they proceeded, and afterwards reproduced the substance of them in the form of written exercises. Model lessons were occasionally given in illustration of the principles, and the students required to describe either orally or in writing the methods employed. For purposes of illustration also the Model Schools were visited by the students once a week. Here they observed and noted not only methods of teaching, but the general arrangements and work of the school. The interest manifested by the students in witnessing the operation of these schools was generally very great, and seemed to deepen as their knowledge of method increased. If any appeared indifferent, it was invariably those whose capacity for teaching was painfully evident both in their recitations and in their own practice.

Two hours a week were set apart for practice in the Model School. On these occasions eight students in all, four in each department, gave lessons in rotation to the different classes, while the other students were employed in taking notes upon the suitableness of the *matter* presented to the classes, upon the *methods* employed, and upon the *manner* and *language* of the teacher. These notes were read by the students on their return to their own room, and were frequently the means of bringing up for discussion many points in practical teaching which might not otherwise have been specially noticed. With respect to the lessons given, it should be observed that the students at their first efforts generally seemed to preserve a mere mechanical routine, but as they apprehended principles, they appeared to be able to vary their methods to varying circumstances, and to throw their own individuality into their work.

The time has certainly come when it is necessary to grade the students in their professional as well as in their general instruction. There are always some who attend two terms, and their number is continually increasing. The indications at present are that during the approaching term there will be, including teachers who have formerly undergone training, an attendance of at least about twenty such persons. It cannot be supposed that they can derive from the Institution that benefit which the interests of education in this Province demands, and which they have a right to expect, if their attention is confined to such parts of professional knowledge as they may be said to have already fairly mastered. The course should be fuller, embracing the more difficult portions of School management, and the whole subject treated mainly in its subjective aspect. Such an arrangement cannot be made with the limited assistance at command in the meantime. It is to be hoped that the Board of Education, in addition to the wise provision which they have already made to induce students to prolong their attendance, and teachers to take a further course, will place such a sum at the disposal of the Institution as shall enable it to procure the additional services of a thoroughly qualified teacher, and thus increase its efficiency and render it eminently useful to all classes.

It gives me much pleasure to bear my very favourable testimony with respect to the deportment of the students. In no single instance, so far as I know, has their conduct, both in and out of school, been otherwise than correct and becoming.

I cannot close this Report without expressing my deep obligations to yourself for the decidedly active interest you have at all times taken in all matters relating to the Institution, and for your wise and judicious counsel, as well as for your many valuable suggestions.

I have the honor to be

Your obedient servant,

WM. CROCKET.

T. H. RAND, Esquire,
Chief Superintendent of Education.

APPENDIX B.

REPORTS OF INSPECTORS OF SCHOOLS.

COUNTY OF CHARLOTTE.

SIR,—

I have the honor, as required by law, to submit my second annual Report of the state of educational affairs in Charlotte County. A general review of the work of the past year, taken in connection with the reports already forwarded to the Education Office, by the different Boards of Trustees, will give you some idea of the progress that has been made.

Many facts combine to convince me that the cause of education has received a great impetus in this County under the operation of the new Law. People may shut their eyes to facts, and raise the cry that direct taxation for the support of Schools is ruinous to both town and country; but I have yet to learn that any sensible man removed from a district simply because a good school was supported in it and paid for by the ratepayers; but on the other hand, I could cite many instances of men selling their farms and removing to other localities for the sole purpose of being within the reach of a good school.

Local differences and disputes with regard to bounds of districts, selection of school sites, &c., have, in some cases, done much to hinder the successful working of the law. A little judicious management on the part of the school officers will soon remove these difficulties. It is also to be regretted that the Roman Catholic population in the Towns of Saint Stephen and Milltown stand aloof and support separate schools. In the country districts, I am happy to say, that Catholics gladly avail themselves of the advantages conferred by the law, and seem to have no fears of the tenets of their faith being interfered with by the teacher.

SCHOOL BUILDINGS.—The most noticeable feature of improvement is in the School buildings throughout the County. I had great reason to deplore in my last annual Report the dilapidated school houses which disgraced both town and country. It must be gratifying to the friends of education to know that in very many cases the stigma is removed. It is no small boast for Charlotte County to say that in the last eighteen months her people have expended nearly sixty thousand dollars in school buildings and furniture.—The shire town, Saint Andrews, has set a creditable example. Instead of school rooms in private houses, as on the occasion of my first visit, they have now a large central building, containing four school rooms, with ante-rooms, &c., which in external finish is an ornament to the town, and in internal arrangement is all that could be desired. The old Grammar school building has also been thoroughly repaired, and suitable out-buildings erected. Too much praise cannot be given to the energetic gentlemen who compose the Board of Trustees. Though beset with many difficulties, they have “faced the music” with a will, and now have the satisfaction of seeing their work nearly completed, and, what is still more gratifying to them, meeting with the approval of their intelligent fellow townsmen.

Milltown has also made rapid strides. The old school buildings have all been thoroughly renovated, repaired and enlarged, to meet the requirements of the Regulations, and ample lots purchased, so that the streets are no longer the play grounds. A large building, with two commodious school rooms, and ante-rooms, all completely finished and furnished, and a very neat primary school building, have also been erected. Old fashioned school furniture has been discarded, and every school room is now furnished with the single seat and desk. Milltown stands second to none in the Province in its school accommodation. The energy of the Trustees, backed up by an enlightened public sentiment, has done a work which large towns would do well to copy. In this place I cannot help referring to the heavy loss sustained by the promoters of Free Education throughout the whole Province, but more particularly in Milltown, in the death of the Hon. William Todd, M. L. C., who, through a long and busy life always felt a very active interest in the improvement of the young, and did much towards framing and guiding public sentiment in this matter in his native town.

The Trustees for the Town of Saint Stephen are carrying on the work so well begun as mentioned in my former Report. They have in course of erection at present a splendid two stories brick building, designed for advanced departments and a high school. A full description will be given you in the Report of the Board of Trustees, and I need not attempt it here. The Trustees have devoted their time and services unsparingly, working with the determination of making Saint Stephen "the banner town" of the Province in new school buildings and in the efficiency of her schools.

At North Head, Grand Manan; at Upper Mills, Saint Stephen; and at Welchpool, Campo Bello, fine new buildings have been erected with two departments in each, well furnished and equipped, to supply the places of the old tumble-down tenements which have so long disgraced these districts without furnishing accommodation for one half of the school-going pupils.

Want of space prevents my particularizing the many other districts in which new school buildings have been erected or are now in the course of erection, and existing ones repaired and enlarged. Intelligent farmers have said to me again and again—"Well, if the new School Law has done nothing else, it has given us some good school houses which we never could get before." Much has been done in the past two years; much still remains to be done; but if we can judge of the future by the past, many years will not elapse before the "old log school house" is a thing of history in this Province.

There are a few districts through the County where new houses are needed, but the people are too few in number and too poor to bear the burden of erecting them. I trust the Legislature will devise means of aiding such districts; otherwise the children must suffer.

FURNITURE.—In all cases where new houses have been erected under the Law, seats and desks have been provided as required by Regulation. In the majority of cases the patent seats and desk have been introduced, and Trustees begin to recognize the fact that they are not only neater and better, but also cheaper in the long run.

BOOKS.—The authorized books are universally used. It is to be regretted however, that in some remote districts the pupils are not sufficiently supplied, owing to the apathy of the parents and the neglect of the teacher and Trustees.

The supply of maps and black-boards is also very deficient in many schools, though much has been done within the past year. I have urged the matter

upon the Trustees, in many cases successfully, but it too often happens that the teacher does not know their value, and fails to urge the necessity of them upon the Trustees. An energetic teacher who knows how to use his tools can do very much by persistently pointing out his wants to his employers. I find that improved teachers generally bring improved apparatus.

TEACHERS.—I regret that the supply of teachers is so limited. Several schools have been vacant from the want of efficient teachers. This has forced me, sorely against my will, to grant quite a number of local licenses, and still the supply is inadequate. I find by reference to your Report, that teachers in this County are better paid than in any other, with the exception of Saint John. This should operate as an inducement for good teachers to come to Charlotte, and have their labours duly appreciated. A re-examination of many of the teachers licensed under the previous law, is needed. In too many cases persons holding first and second class licenses, and getting corresponding salaries, are doing their work in a third class manner. This evil must be remedied; a license to teach should be some guarantee to the Trustees of the competency of the bearer. The Board of Trustees of Saint Stephen have very wisely made it a rule to employ no teacher who does not hold a first class license granted within the last three years, and by adhering to this, have secured a staff of teachers second to none in the Province.

It too often happens that local influences have much to do in the selection of teachers, or in their dismissal. Trustees should remember that they are the agents of the people, and should strive to work for the best interests of the district without regard to personal feelings or influences. The frequent change of teachers is another evil inheritance left to us.

TRUSTEES.—The selection of Trustees has been generally speaking good, but there are many cases in which the machinery of the law has fallen into the hands of its opponents, who, instead of seeking to give the law a fair trial, are ready to throw every obstacle in its way. It often happens also that the Trustee is a large ratepayer, without much or any personal interest in the school, but simply anxious to have the skirts of his conscience clean. In such cases a teacher is employed with an eye to economy and not to competency. These are fortunately exceptional cases, which time will cure.

The position of Trustee is in many respects not an enviable one. Upon the Trustees falls all the blame of unequal assessment, and in fact almost every other hardship, real or imaginary, arising out of the new order of things. Heretofore direct taxes have been a mere bagatelle in country districts, and errors in assessment have passed unnoticed from year to year, but now that a heavy direct tax is imposed, ratepayers wake up to the fact that something is wrong somewhere, their tax is proportionally too high, and their neighbours too low. Without stopping to think who are the real parties in error, the blame is thrown upon the devoted heads of the unfortunate Trustees, instead of upon the Assessors of Rates who are the real delinquents. * * * * *

It is still a matter of regret that Trustees, in many cases, take so little interest in visiting the schools. Of course it is not to be expected that in all cases they should be capable of examining classes, but the mere fact of their visiting, and shewing that they take a lively interest in the school, is highly beneficial both to teacher and pupils. I always find a satisfactory school where the records shew a faithful visitation on the part of the Trustees.

ATTENDANCE.—Irregularity of attendance is a great drawback in many of our schools. I think much might be done by teachers towards remedying

this evil, by visiting the parents of the pupils and urging upon them the importance of education and the necessity of sending their children regularly to school.

We must wait patiently until our legislators can be convinced of the necessity of a compulsory law before the evil will be fully removed.

A full review of the work of the past two years convinces me that the present system is a great improvement upon the old, and that the masses of the people begin to see and recognize the fact. True, there are men who should be leaders of public sentiment, who are interposing their puny efforts to stop the progress of this great work—the education of the masses—but the history of other countries shews us what must be the inevitable result of the struggle.

I regret very much that business engagements prevent my giving the time to the work that my feelings and my sense of duty prompt me to do. My field of labour is wide, the work is extensive, and the salary altogether inadequate. I feel, however, that every man owes a duty to his country, and that in this great work it is the duty of every man to put his shoulder to the wheel, and do all in his power to further the good cause. There is much to discourage one in the work, but there is also much to encourage. The Free School sentiment is growing daily in every section. The improvement upon the old order of things is becoming every day more apparent.

Charlotte County will, when the time comes for her to speak out, endorse the principle that it is her duty to give every child within her limits a sound Common School education, without regard to the little -isms, -ists, creeds, dogmas and doctrines which distract the children of larger growth in every land, and have heretofore set men of every class by the ears.

I have, in conclusion, to extend my best thanks to my many friends through the County—Trustees, Teachers, and others, who by their aid, and sympathy, and encouragement, have lent me a helping hand in the work.

I have the honor, &c. &c.

Your obedient servant,

JAMES MITCHELL,
Inspector for Charlotte County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education, &c.

COUNTY OF KING'S.

SIR,—

I have the honor to submit to you the following Report of my work as School Inspector for King's County for the year ended October 31st, 1873.

Although many changes were made in Districts of the County last year, yet it was found necessary to have many further changes during this year, several new ones having been created, so that at its termination there was a total of 165 Districts in the County, against 152 of the previous year; 130 of these are organized, and work satisfactorily; 28 others, although organized, for various reasons are not working well; and the remaining 7 are altogether unorganized. It will no doubt be necessary to have a few further changes, but it is to be hoped that very few will suffice to get the machinery into complete working order.

It is quite probable that the whole of those Districts that are organized satisfactorily will vote money at the next annual meeting, with a portion of the others whose grievances will be removed.

There has been considerable improvement in the houses and grounds during the year; there being about 48 houses now that might be called good, against 33 last year. 13 new houses have been built, and about 25 more are in course of erection, two of which, at Sussex Station and Havelock Corner, will be a great credit to the County.

There is also some improvement in the furniture, but not so great as I would like to have seen. The books prescribed by the Board of Education are used in all or nearly all the schools, and seem to meet with general approbation, the only objection apparently being the cost. There is still, however, a great deficiency in maps and blackboards.

Although teachers are not so scarce as they were last year, yet still there is a great want, Trustees scarcely having any choice in the matter; and to fill vacancies I have found it necessary to issue quite a number of local licenses under Regulation 32.

The increase in the number of teachers employed over last year, as you will observe by the particular Reports of Trustees, is about 50 per cent., there being now more teachers employed in King's County than ever were in any year before, even when the districts were smaller and more numerous.

There are eight Superior Schools in the County against seven last year, which have been reported upon separately.

Four districts have graded their schools, and are working well, viz. at Sussex Station, Clifton, Kingston, and Norton Station. The school at Hampton Station has been discontinued as a graded school, and is now only a school of one department.

There is still quite a strong feeling entertained against the Law by many parties, and this has unfortunately in many cases been fostered by injudicious Trustees, who have refused any exemption from tax to parties over two miles from their schools. I have had to act on Section 49 of the amendments in several instances.

The amendments to the law seem to meet with general favor,—the compulsory clause has done a great deal of good by simply being on the statute book.

In only one instance has an assessment been ordered on a district, under Sec. 40 of the amendments, although in several other instances it ought to have been, but Trustees declined to make the estimate required, and it was found impossible to get seven ratepayers to sign a requisition to appoint others. It thus appears that there is still an opening in some cases to avoid the tax, which perhaps ought to be closed.

Notwithstanding the opposition to it in several instances, the law seems to be getting into quite general favour, or at least general acceptance, judging from the people who are taking hold of it.

There are many in the County who would no doubt like to see it repealed, but as they become satisfied that there is no hope for this, they are gradually falling into the work with the others.

From every appearance now, I should judge that the annual meeting of 1874 would be a success in every respect in this County.

I have the honor to be your obedient servant,

D. P. WETMORE,

Inspector for King's County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF RESTIGOUCHE.

SIR,—

I beg to lay before you my Report of the Schools in the County of Restigouche for the year ending 31st October 1873.

THE ORGANIZATION OF SCHOOLS.

Parish of Colborne.—This Parish almost universally advocated a system of Free Schools long before the present Law came into operation, and, consequently at once accepted it and availed itself of its excellent provisions. A school has been maintained in an efficient manner in each District during the past year, and been well attended. The more the people become acquainted with the working of the Law, the more acceptable still it is to them.

Parish of Dalhousie.—There has been a school in full operation in each District in this extensive Parish during some part of the year, except one. This District, however, is making laudable exertions to erect a School house, and the Trustees expect that soon they will be able to engage a Teacher. Another District, instead of finding the Law to be oppressive, is confident of its ability to maintain two schools, and is adopting the prescribed steps to obtain a division of the District. The Law was generally accepted by this Parish when it came into operation, and is becoming more and more popular.

Parish of Durham.—With the exception of two, all the Districts in this Parish have had a school fully organized. One of these two Districts is erecting a School house, according to the tasteful designs issued by the Board of Education, which will soon be finished. The Trustees have secured the services of a Teacher. The other District is unable to maintain a school, but will soon be united to an adjoining District, to which it is sufficiently near. Three Districts, during the first year of the operation of the Law, refused to come under it; but, during the last year have wisely adopted it, and already experienced its many privileges.

Parish of Addington.—There is only one District in this Parish which has not had a school in operation during the year, merely on account of the want of a suitable building for a School house. Soon this evil will be remedied, and the children in the District will then enjoy the blessings of education, of which they have hitherto been deprived.

Parish of Eldon.—There are only two Districts in this recently erected Parish. The Parish has not yet been fully organized, consequently the freeholders are not ratepayers. In these circumstances schools cannot be established according to Law. Our Representatives have kindly undertaken to remove this obstacle. As soon as they do so, a school will be established in each of the Districts.

It will be seen from these statements that general harmony prevails in educational matters. I am confident that in a few months our County will maintain the honorable position of having a school in each District.

ERECTION OF SCHOOL HOUSES.

Since the Law came into operation there has been a very extensive movement in the erection of many School houses, and the improvement of others. There has been more done in this way, during such a brief period, to advance the cause of education, than was done for twenty years previous. In

several places neat edifices have been erected on sites where frames had been raised and allowed to crumble to the ground. There are some Districts which still require more tasteful buildings, which, under the Law, will soon be erected.

SCARCITY OF TEACHERS.

When the School Law came into operation it threw open the doors of many of the schools which were shut against the youth of our country, and increased the number of Districts, so that I could not obtain the required number of trained Teachers, although I received several from other Counties. So many demands were made on me for Teachers that I was necessitated to search the County for the most active and intelligent young people that I could find and press them into the service. I have already sent some of our young Teachers to the Training School, and will send others as soon as I can afford to spare them for a season. My aim is to have all our schools occupied, as soon as possible, by regularly trained Teachers.

VISITATION OF SCHOOLS.

I have visited the schools as frequently as possible, and generally found the Teachers faithfully discharging their arduous duties. The pupils under their care have made considerable advancement in the different branches of education studied by them.

GRAMMAR SCHOOL, DALHOUSIE.

We have to lament the death of Mr. J. R. Miller, late Teacher of the Grammar School, Dalhousie, who was a distinguished educationist. Mr. Ross, his successor, is maintaining the school in a very efficient manner.

SCHOOL BOOKS.

The prescribed books have received universal approval. We have introduced Laurie's Composition into some of our schools. It will soon be a common book. I expect that, ere long, all our schools will be furnished with Nelson's magnificent Wall Maps.

I am your obedient servant,

THOMAS NICHOLSON,

Inspector for Restigouche.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF VICTORIA.

SIR,—

I beg to lay before you this annual Report upon the condition of Schools in the County of Victoria, for the year ended October 31st 1873. Nearly two years of trial having elapsed, we may conclude that a great number of the obstacles which the Common School Law had to combat at its outset have disappeared, and that the Trustees, possessing a better knowledge of their duties, many of the imperfections which certainly retarded the progress of the Law during the first months, no longer exist. It is, therefore, reasonable to expect a more satisfactory report than that of the preceding year. If I may not demonstrate wonderful progress, and the School Law in

very high favour in the County, I may, at least, say that the number of schools has considerably increased during the school year just ended; that in every one of them the attendance was unusually large and regular; and that in those localities where the Law is carried out, public opinion is fully satisfied. Here the future appears under a very promising aspect. It is true there exist a few exceptions; some there are narrow minded enough, whose sole and chief objection to the Law is the compulsory assessment, but, fortunately, the number is limited.

In 1871, 95 Districts were established by the Board of Education in the County of Victoria. As it appears by my last report, 14 of these had schools (17 departments). This number has been increased during the past year, 24 Districts having had schools (26 departments).

As every Board of Trustees has transmitted to you minute and detailed accounts of the state of their respective Districts, I shall, in this report, confine myself to a general point of view, stating those Districts that have not availed themselves of the Law, and the reason of their not doing so.

Parish of Andover, 7 Districts.—Nos. 1, 2, 3, 4, 5 and 7, have had schools during the last year, all of which have been very satisfactory, especially No. 2, under the care of Miss Cary Hammond, and also the Superior School of Tobique Village, No. 3. This school comprises two departments. Mr. Baird still has charge of the advanced department, and Mrs. Jacobs of the elementary. Both these teachers are highly capable, and their respective departments are in a truly satisfactory state. The Trustees of No. 4 were obliged to discontinue their school on account of the departure of the teacher, but it will be reopened at the beginning of the present Term, and placed under the care of a male Teacher.

No. 6 never had a school, but will open one as soon as the people and Trustees can agree on the selection of a school site.

Parish of Perth, 10 Districts.—Nos. 1, 2, 7 and 9, had schools in operation. Nos. 3, 5, 6 and 8, never had any. Nos. 5 and 6 organized at the last annual meeting and will probably open schools during the present year. I fear that some years will elapse before schools will be established in Nos. 3 and 8, there being no settled population in these Districts. Early in the Spring a large party of Scotch emigrants settled in the lower part of the Parish. I was called during the summer to establish School Districts, and found the people all very anxious to avail themselves of the advantages of the Law. I accordingly divided the Colony into two Districts, called Kintore and Kincardine. As there were no ratepayers, a Committee of three, as recommended by the Honorable Board of Education, was appointed to transact all school business, and during the month of October a school was opened in Kintore, No. 9, confided to Mr. Douglas Lawson, one of the emigrants. Owing to the want of a proper house, Kincardine could not open a school at the time, but it will certainly do so at the beginning of this Term.

Parish of Gordon, 6 Districts.—During the last year there were schools in Nos. 1, 2, and 3. The Superior School of Arthurette, No. 1, is still improving rapidly under the supervision of Mr. Couillard. There are no schools in Nos. 4, 5, 6, but the Trustees of Nos. 5 and 6 intend to establish schools in the course of the present year. There are no residents in District No. 4.

Parish of Lorne, 5 Districts.—Three schools are in operation, Nos. 1, 2, and 4. All are in a progressing condition, especially Two Brooks. This District is largely indebted to Mr. Richard Ahern, a first class Teacher, for the excellent management of the school and wonderful advancement of the

pupils. Unfortunately for District No. 1, the School house, hardly finished and costing much (if we consider the means of the people), was maliciously burnt during the middle of October. All efforts to discover the perpetrator of the deed have been unsuccessful, but he will, doubtless, sooner or later receive the punishment he so richly deserves. Difficulties of every kind have been blended in this District for some time past. The School house being destroyed, I thought proper to divide the District. No doubt this division, if accepted, will remove all evils. Nos. 3 and 5 are so sparsely settled that I am afraid some years will elapse before schools can be opened.

Parish of Grand Falls, 10 Districts.—Nos. 1, 2, 3, 7 and 8, had schools during the last year. No. 1 discontinued its school during the expired Term, on account of the dismissal of the Teacher, but a very good school will be opened this Term.

In 1872 the Trustees of the Grammar School having, with the approval of the Board of Education, united with the Trustees of District No. 7, there was a graded school with three departments. Mr. Fenwick had charge of the High School department, Mr. Coldwell of the Advanced, and Miss Hammond of the Elementary. During the past year Mr. Fenwick kept the Grammar department, and Miss Hammond the Elementary, and I cannot refrain from mentioning the rapid advancement of the pupils of both these departments.

It has been very unfortunate for the District that the Trustees could not open the advanced department during the last fourteen months. This drawback was very prejudicial, and has certainly retarded the progress of the pupils preparing for the higher class. I hope that the Trustees, aware of the responsibilities of their office, will endeavor to secure the services of another teacher and open this department, so greatly needed. The majority of the ratepayers of the Districts Nos. 4, 5, 6, 9, and 10, being Catholics, have from the beginning been opposed to the School Law.

Parish of Drummond, 5 Districts.—This Parish being formed since the Law came into operation, is composed of Districts formerly included in the Parish of Grand Falls. I shall, in this Report, retain the names and numbers as on the boundary sheet, but in order to avoid confusion in future, I think a change advisable.

During the last year Nos. 11 and 14 had schools in a very promising condition. Nos. 12, 13 and 14 organized at the annual meeting, but no further steps were taken. A new District was formed in this Parish, comprising the Danish settlement. A school will be established in the course of this Term. On account of the difficulties of procuring an English Teacher acquainted with the Danish language, I thought proper to grant a third class license to Mrs. Coradina Peterson, an emigrant lady who, in Denmark, learned the English language as an accomplishment. I do not doubt that under the care of this lady the school will prove very efficient.

Parish of St. Leonards, 17 Districts.—No. 8 has an excellent school. All the other Districts, being composed of Catholics, are opposed to the Law, and the same may be said of the three other French Parishes, where there are but few private schools. I may not say when the School Law will be accepted; people in this part of the County are waiting for the decision of the Privy Council.

SCHOOL HOUSES.—We may not boast as yet of the appearance of our School houses, but it is clear that much has been done these two years past. In many localities the Trustees have adorned their Districts with first class

buildings, provided with neat sets of furniture, and possessing all desirable accommodations,—as Districts Nos. 1, 4, and 5, Andover; No. 2, Gordon; No. 1, Perth; No. 14, Drummond; but much still remains to be done. Many Districts have miserable houses, of shabby appearance, where, in most cases, the pupils are crowded, and ventilation the last thing thought of in their construction. In many of these the furniture corresponds with the external appearance. Outhouses are exceptions, and the high road often the only play ground, except in Districts where they began anew. In these cases, from one fourth to one half acre of land was secured for the purpose.

APPARATUS.—Very few, indeed, seem to understand its value. They think that all is done when a map of the world and black-board have been procured, and it will be some time before we shall be able to carry out fully the Regulations of the Board in this matter.

As after the 1st of January next the division of the County takes effect, and another gentleman will probably be appointed Inspector for Victoria, before closing I beg to offer my sincere acknowledgments to all those who have aided me in my work by their advice and influence.

I have the honor to be, Sir,

Your obedient servant,

F. X. BERNIER,

Inspector for Victoria County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF ALBERT.

SIR,—

I beg to submit the following Report of educational matters in Albert County, for the year ending 31st October 1873.

DISTRICTS.—At the introduction of the Act there were sixty districts in this County; in the revisions which I have recommended, seven new districts have been formed, making a total of sixty seven, exclusive of border districts, in which the School houses are located in the adjoining Counties. With one or two exceptions, every grievance as to districts has been adjusted; but so far as I can perceive, few of these adjustments have been for the general advantage. True the grievance is removed, but I consider it vastly better to send two miles, or even more, to a good school, than a less distance to a poor one. In these little districts a school will be open for a few months in the year only, thus preferring little schools, which are generally of little value. Fifty two districts have had schools open under the law; six additional voted money; but differences arising in these cases as to the School sites, checked all further efforts in providing the School houses. In the remaining nine districts there never was a school, and consequently will require some time to get them into working order. The difficulty in providing School houses, in poor and thinly populated districts, is the only obstacle I know of, to the working of the law in all the districts.

TRUSTEES.—In nearly all the districts Trustees have either been elected, or appointed by me under Sec. 37. At the time of their election or appointment, they were generally considered to be the most intelligent and influential men in the district; but whether they will retain their popularity

while in office is a question. With few exceptions, however, they have endeavoured to make the law a success, although in a few cases I believe they did everything they could to make it unpopular. A few of this class still retain office, and were it not for their obstacles, more School houses would be in course of construction.

At the first annual meeting too large a sum was voted in many of the districts, and the collection of the tax made hard feelings against the Trustees. This year it is just the reverse, the tax being comparatively small, from a surplus on hand at last annual meeting. During this year (so far as I am aware) no real objection has been made against the collection of the tax, and I apprehend no resistance will be offered in the future.

SCHOOL HOUSES AND FURNITURE.—When the present School Law came into operation, the School houses in this County were generally very inferior. On my first tour I was surprised to find that the most dilapidated building in the district was the School house. The furniture, as a general rule, corresponded with the external appearance, and afforded *prima facie* evidence that a change of some kind was needed. In this respect it is pleasing to notice the effect of our present excellent School Law. Since the introduction of the Act twenty two new School houses have been erected, a number of which have been occupied during the Summer Term, and, with two or three exceptions, the others will be ready for occupation at the commencement of the Winter Term; a number of the old ones have been thoroughly repaired, and in almost every district where a school has been in operation, the improvement in the School house and furniture is apparent. In both old and new houses desks and seats, as prescribed by Regulations, are supplied, a number of both being well furnished, and the balance fairly so. When those under contract are all completed, there will be in the County 52 School houses, 6 of which will be first class, 20 good, 12 middling, and 14 rather inferior.

GROUNDS.—Not much improvement has taken place with respect to school grounds. In the districts where new School houses have been constructed, suitable lots have been purchased, and in two or three cases old houses have been moved to grounds procured by the districts. Beaver Brook, District No. 5, Harvey, and Riverside, District No. 1, Hopewell, are the only districts where the grounds are inclosed, and outhouses provided in accordance with Regulations. Lest I should give undue preference to these two districts, I beg to remark that their grounds were more easily arranged than most of the other districts. In district No. 5, Alma, outhouses are provided, but the School house being located previous to the Act, it is almost impossible to procure suitable play grounds. Could these be obtained, this district would be fully up to the mark in every requirement. One or two districts in Hillsborough, when their arrangements are completed, will probably outstrip any of those referred to. I have no doubt that in all the districts in the County, as new School houses are erected, ample grounds will be provided; but the expenses incurred in building and furnishing, and the scarcity of labour, stand much in the way of improvement. I must here give my testimony to the fact, that the people of Albert act nobly in support of the law; and although much is yet to be done, a great deal has already been accomplished.

APPARATUS, TEXT-BOOKS.—In many districts the Trustees are making laudible efforts to meet the requirements of the law. I have no doubt maps have been more than trebled in number under the Act, black board surface

has much increased in nearly all the schools, while quite a number of the Trustees have followed the suggestions of the Board, by extending the black board surface entirely around the walls of the school and class-room.

Very few globes are to be found in our schools; the only addition during the year which I know of is one recently purchased by the residents of Riverside, at a cost of twenty dollars. The necessary funds in this case was raised by donations, together with an amount sufficient to purchase a forty dollars District Library, and a clock costing ten dollars. Some 15 or 20 districts I believe have procured District Libraries in this way. The text-books prescribed by the Board of Education have been introduced into all the schools, and are deservedly popular with the teachers.

TEACHERS.—There were in the winter term 40 schools in operation, taught by 43 teachers. Of these 22 were male, and 18 female teachers.

In the summer term the numbers were as follows:—17 schools, with 22 male and 25 female teachers.

The supply of teachers in this County being limited, and not nearly equal to the demand, I have been obliged to grant several local licenses, under Regulation 32. We have a number of excellent teachers in the County, both male and female, who are working with great skill and enthusiasm, and who are apparently alive to the responsibilities devolving upon them, and under the advantages they enjoy in being more promptly and better paid, it is reasonable to suppose that there will be a corresponding efficiency in their labours. Of a number it may be said that they are very deficient in every requisite, as to the instruction of youth; but some time must elapse before we can dispense with their services.

CONDITION OF THE SCHOOLS.—I have visited and examined more or less thoroughly the legally authorized Schools once in each Term during the year, with but few exceptions. In some instances the school houses were undergoing repairs, in others the schools were in vacation. During the Summer Term it is impossible to tell at what time the greatest number of schools will be in operation, vacation being at such time or times as the several Boards of Trustees may decide. Of the schools visited, one half the number were well and efficiently taught, 10 of these being conducted in a superior manner, exclusive of those districts competing for the superior grant. Some allowance must be made for several schools less efficiently taught, the attendance being more irregular in thinly populated districts. I have no doubt that an additional clause to the Act, compelling every child between the ages of 7 and 14 years to attend a certain number of days in the school year, would give general satisfaction; and especially so to the heavy taxpayers. True, the attendance has largely increased, but is by no means equal to the number of school-going children in the districts. Notwithstanding many drawbacks quite an improvement has been made, and the progress of the pupils is generally satisfactory.

UNORGANIZED DISTRICTS.—From the foregoing it will be seen that 15 Districts are yet unorganized in this County, or rather 15 in which no school has been in operation under the law. During the summer of 1874 I anticipate that six or eight of these will be in working order. There is no opposition to the law, so far as I am aware, and could a room or house be procured, my opinion is that a school would be in operation in every District in the County. The only serious drawback to the successful operation of the law, is the providing school accommodation in the poorer districts, and some small differences as to school sites in the others.

PROSPECTS OF ANNUAL MEETING.—I presume no opposition whatever will be offered at next annual meeting. It is possible that in some districts differences may arise; but should such circumstances occur, they will not be from opposition to the law.

In concluding this Report, I feel tempted to say that the best provision of the School Act is the special aid given to poor districts. No poor district need be without a school, if the people had one energetic man to urge the importance of providing a school house. I have time and again referred them to this fact, that the current expenses would not exceed the poll tax. I trust that before the close of another school year many of these districts will see the propriety of availing themselves of this inestimable boon.

I remain, Sir, respectfully yours,

JAMES CARNWATH,

Inspector for Albert County.

THEODORE H. RAND, Esquire, M. A.,
Chief Superintendent of Education.

COUNTY OF YORK.

SIR,—

The School Law of this Province, introduced less than two years ago, so far as this County is concerned, is working well. It is true that there has not been a School established in every School District, and probably it will be some time before that point can be reached; still, we are constantly approximating it. Districts in which there never were schools before, are now in the enjoyment of them, and reaping their advantages. Each year the number of such schools will be increased. York County contains 153 School Districts, in which are 122 school houses, classed thus:—Good, 63; fair, 32; inferior, 18; very inferior, 9. During some part of the year there were 100 schools in the County, employing nearly as many different teachers; in addition to these there were 25 teachers employed in the City of Fredericton,—in all 125. For the last Term, 91 schools were in operation, in which 94 teachers were engaged, three being assistants, with 25 in Fredericton,—making in all for the Term, 119.

In this connection it may be added, that 26 school houses were erected during the year, mostly of a superior style and well finished. In many of them new and improved furniture has been introduced. The new series of school books is now, also, in very general use; most of the books are highly approved, more especially the Readers, which are having a visible effect, for the better, upon the style of reading in the schools.

In order that you may understand the condition of school matters in this County more clearly, I shall, as briefly as possible, detail the working of the Law in each Parish.

BRIGHT.—In this Parish there are 12 School Districts, with 10 school houses and 8 schools, taught, during the summer term, by 3 male and 5 female teachers. One of these, in District No. 3, "Central Keswick," is a Superior School, taught by C. B. Wathen. Very fair work is done by this school, and favourable results must follow. So far as an opinion can be formed, but little objection is now taken to the present School Law by the people of this Parish, the ratepayers generally believing in free schools.

CANTERBURY.—This is the largest Parish in the County, containing 24 School Districts, having 17 School houses, and 10 schools during the last Term, taught by 6 male and 5 female teachers, one of the latter being an assistant in the graded and Superior school in District No. 8, Canterbury Station, the principal of which is W. W. B. Anderson. This school has not been so largely and regularly attended as during last year, from different causes, chiefly, however, from the want of the proper appreciation of the teacher's labours. It will continue, in all probability, a Superior School. A room for the primary department, with comfortable out-buildings, has been provided, the Trustees sparing no pains to make the teachers comfortable; but, one thing is much needed in the district, to save the school from disturbance and the house from injury, the erection of a Public Hall, in which to hold Parish and other meetings.

It has heretofore been found difficult to engage teachers to go to the western part of this Parish, the locality being somewhat remote, which accounts for so few schools in that section. A fine Hall has been purchased and fitted up, in excellent taste, in District No. 4, "Eel River," costing the district \$1000 or upwards. In Districts Nos. 2 and 3 also, excellent School houses have been provided. On the whole, the future prospect of the Parish is quite encouraging.

DOUGLAS.—Like Canterbury, Douglas is among the largest Parishes in the County, containing 18 School Districts, with 15 School houses. It had during the last Term 12 schools in operation, taught by 5 male and 7 female teachers. In District No. 1, "Thompson," a Superior School is taught by George D. Carter. Few teachers labor more faithfully than he, or with better results. The school is large and the work is done without an assistant. As a whole, Douglas is not so fully alive to the cause of education as is desirable, the people being somewhat divided on the advantages of the present School Law. Several School houses have, however, been erected during the year, which are a credit to the localities, and the probability now is that another year will show better results.

DUMFRIES.—This is one of the small Parishes, having but 8 School Districts, with six School houses and six schools, during the last Term. In this Parish, as a rule, the people are quite alive to the importance of education and the benefit of free schools, hence the work is progressing quite satisfactorily.

FREDERICTON.—In this Parish there is a complete system of Free Graded Schools. The Parish is divided into four sections for purposes of Elementary and Advanced Schools, while a central High School is provided for the entire Parish. A new and commodious school house has been built during the year for the departments near Morrison's Mills. The Park Barracks building is comfortable and roomy, and rather well adapted for school purposes. The Orange Hall building is defective not only in respect of play grounds, but also in the arrangement of its rooms. The partitions being incomplete, the noise is often very annoying and distracting. A little extra expense at the proper time would have chiefly removed this latter defect. The schools in these buildings are divided into several departments, the teacher of the highest department in each having the oversight of the lower departments,—a system found to work well. The people of the City must already be convinced of the advantages arising from this division of labour. The High School Departments, taught in the Collegiate school rooms, are presided over by four competent and efficient teachers; and instruction in all the branches preparatory to a College course, is provided free to all.

The Free School system is now running smoothly and successfully in Fredericton. It was found necessary, however, to make some reduction in the extent of accommodation in the central part of the District, owing to the refusal, with some few exceptions, of the Roman Catholic parents living in this part to send their children to the schools.

MANNERS SUTTON.—The Law in this Parish is now favourably received, and much good work has been done within the last twelve months in erecting School houses and repairing old ones; yet, in no Parish have we so great a diversity of feeling and action as in this. In some districts work is going on favourably, while in others there is positively nothing being done. Even the district at "Harvey Station," No. 2, where once was taught a Superior School, nothing is doing, the school being closed during the last term. Local difficulties, some of them anterior to the present School Law, are thought to be the chief cause. In the Parish there are 11 School Districts, with 10 School houses and 7 schools.

NEW MARYLAND.—This Parish must be classed among the smallest in the County, having only five School Districts and two School houses, with two schools in session during the last Term; provision is being made to open two other schools, and the houses are now well under way.

PRINCE WILLIAM.—At first a good deal of opposition to the present School Law manifested itself among the people of this Parish, probably more than in any other Parish in the County. In the 10 School Districts of the Parish there are 8 school houses, and there were in session during the last Term 7 schools, all of which were taught by female teachers. The probability now is that matters will improve, and a more favourable report be made in the future.

QUEENSBURY.—Probably this Parish has profited more by the Free School Act than any other in York. Since the Law came in force, more than half the districts have erected new School houses, which are well built and roomy. The Parish has 11 School Districts, with 10 School houses, and there was in session during the past Term a school in each, 4 male and 6 female teachers. Queensbury has reason to be proud of its present position in school matters. Never before did it present such a respectable list of schools. Whatever may have been thought of the new School Law heretofore, the people of this Parish must now feel it is just what was required for them.

STANLEY.—This Parish is divided into 13 Districts for school purposes (one being a border district), having 8 school houses and 6 schools in session. The school in Stanley Village is graded, so far as it can well be, and has two teachers; the Principal, Charles A. Mills, deserves special mention, as we have but few teachers in this County who have done better service than he. For years he, alone, has taught the school of this district, when it often averaged over sixty pupils; neither were his labours in vain, for several of his pupils are now engaged as teachers in different parts of the country. With the exception of this school and a few others, the Parish is not doing much. No less than five districts are without any suitable rooms in which to teach a school.

SOUTHAMPTON.—In this Parish less has been done, in proportion to its population, than in any other in the County. In the 16 School Districts there are 11 School houses and 5 schools; local disagreements, arising from opposition to the Law, have caused a delay in the introduction of free schools among the people. But, prospects are rapidly improving; the friends of the

Law are now taking hold in good earnest and are making arrangements for a far greater number of schools, so that during 1874 a much more satisfactory state of things, no doubt, will be reported.

ST. MARY'S.—This Parish has 16 School Districts and 14 School houses, with 11 schools, taught by 6 male and 6 female teachers. One, that at Marysville, is Superior and graded, taught by a male principal and a female teacher. This school having flagged somewhat during the year, a change of teachers was thought by the Trustees advisable, and arrangements have been made to place the school under the management of another teacher. A very fine School house is in course of erection in the village opposite Fredericton, in this Parish. It is large, and, when finished, will not only be a great accommodation to the district, but an ornament to the place. In some localities local feuds have led to divisions of the districts, but, in most cases, such divisions do harm to the cause rather than benefit it. Taking this Parish as a whole, the cause of education is progressing, and the prospect for the next year is very good. Of the 14 School houses 9 may be classed good.

Having every confidence that the present School Law will commend itself to every person of unbiassed, intelligent and candid mind, I can entertain no doubt about its ultimate success.

Yours most respectfully,

E. C. FREEZE,

Inspector for York County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education, &c.

COUNTY OF NORTHUMBERLAND.

SIR,—

In addition to Tabular Reports already furnished to the Department, I beg to submit some further particulars, chiefly in reference to those Districts that have accepted the Law, respecting the state of education in this part of the Province during the past year.

Much of the opposition to the Act, manifested in some Districts, was on account of the unsatisfactory manner in which many of these Districts were laid off. In others the progress of education and the efficient working of the Law were greatly hindered by difficulties in reference to School sites, School houses, &c.

During the year it was found necessary to reconstruct, to a greater or less extent, twenty four of the Districts as originally described. The changes made have produced general satisfaction to those interested.

With reference to the second class of difficulties, except in two cases, I am happy to report them tolerably well settled.

This County now contains 101 School Districts; of these 68 have declared in favour of the Law during the past year.

In 1872, 44 Districts accepted the Act, 4 of which declared in the negative last January, so that 28 new Districts have fallen into line during the past year.

In the first Term of the past year 60 schools were at work and 63 Teachers employed. During the second Term 61 schools were in operation and 61 Teachers employed. Of these, 55 schools were open the whole year.

The total number registered attendance during the Winter Term was

2,258, and during the Summer Term the registered attendance was 2,438, and for the whole year the number of children that received instruction in schools under the Act was 2,630.

One fact worthy of more than a passing notice is, that in no previous year were there so many schools in operation, and so many children receiving instruction in our public schools in the *country districts* of this County, as during the year just closed.

Twenty one new School houses have been built in our country districts under the Act; five more are in course of erection; several are in course of preparation, and sixteen old ones have been repaired to a greater or less extent.

The Parish of Northesk seems to have taken the lead in educational progress under the Act, having built seven new School houses; fourteen Districts have schools in operation, with a registered attendance of 440 pupils.

The School houses in this County are fast becoming neat and comfortable, and a great improvement on the miserable hovels that formerly existed.

There were thirteen Districts under the Act that had no schools in operation during the Summer Term. Seven of these had no School house, three could not obtain suitable teachers, and three had no satisfactory reason.

A great drawback is experienced in this County on account of the scarcity of teachers, particularly females of the first and second class, the demand being greater than the supply. Permissive licenses were granted to nine teachers during the year to supply vacancies.

Teachers throughout this County seem alive to their work. The schools generally bear evident marks of great efficiency and progress. The Law and Regulations are strictly complied with; the authorized books almost universally adopted and well received; and the School Registers are neatly and properly kept.

The Trustees generally have manifested a commendable zeal, sparing neither pains nor expense to make these schools a success, and add in every possible way to the comfort and convenience of both teacher and pupils. There are a few exceptions to this rule, where Trustees exhibit a deplorable indifference.

There is a growing sentiment in favor of the Act in this County. The better the Law is understood and the fairer the trial given it, the more satisfied the people become that it is well and wisely calculated to meet the wants of the country.

In conclusion, I most heartily thank Trustees and others with whom I came in contact in the discharge of the duties of my office, for the assistance afforded me, and for the great kindness I have everywhere received.

All of which is respectfully submitted.

CHARLES S. RAMSAY,
Inspector for Northumberland County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF CARLETON.

SIR,—

I beg to submit the following brief Report, in general terms, of the progress in this County of the present educational system for the school year ending October 31st, 1873.

In respect of Teachers, there is a decided improvement. This, in a certain degree, I attribute to the stimulating influence the present system has

in its financial arrangements. There has also been a marked improvement in the deportment and progress of the pupils. They being guided and governed by the law of love, perform their part with alacrity and delight, not often perceptible in days of yore, when the birch, blackthorn, and cat were the governing powers, by the "sublime influence" of which the teacher in most cases enforced his precepts.

The difficulties experienced in obtaining the services of trained teachers have retarded the complete acceptance of the Law, or rather the benefits to be derived from it. The Trustees in many Districts have had to persuade pupils from our Superior Schools, and secure their services for a term or two as teachers under a local license. * * * It speaks well for our Superior Schools that quite a number of pupils have been found sufficiently qualified not only to pass a creditable examination, but to organize, govern, and teach a school with credit to themselves and satisfaction to all. This has been the case in every instance with local teachers in this County.

Upwards of one hundred schools have been in operation in this County during the past year; of these there are one Grammar, six Superior, and ten Graded. The remainder are miscellaneous common schools, of which about thirty are taught by first class teachers. From the Grammar school, two matriculated at the University, and one at St. Joseph's College, the past year. A number are now preparing for the University and Training School.

The prescribed Text-books are now generally introduced in all schools in this County.

For the past two years our school houses, furniture, and apparatus, have been increased and improved beyond the most sanguine anticipations of any, and will, I believe, to-day compare favorably with those of any County in the Province. For example, a school house in the Town of Woodstock will cost, when finished, (without furniture), seven thousand dollars, and others in remote parts of the County are insured for six hundred dollars each.

The arranging of boundaries of Districts is a perplexing and extensive work. This, together with the assisting in establishing of sites of school houses, and the imparting of necessary information to all requiring my assistance, (causing a very extensive correspondence), has so thoroughly occupied my time and attention, that I have signally failed in visiting schools, as well as performing many other duties in helping on the good work: all of which would have been a pleasure to me to have accomplished, but time would not permit.

In respect to the complete acceptance of the Law in this County, permit me to refer you to an Election which took place on the fourth November instant, to elect a Member for the General Assembly of this Province. There were three candidates; two declared themselves for free non-sectarian schools, the third for a repeal of the Law. The candidate for repeal had formerly represented the County, and for years was Warden of the Municipality, and has many personal friends: he received two hundred and eleven votes. The free school candidates received one thousand eight hundred and eighty five. This, I think, fully demonstrates the appreciation had by the electors of this County of the Common Schools Act.

In taking a retrospective view, I need only add that my anticipation of the complete acceptance of the Law, together with the readily acquired knowledge of its workings, by Trustees and others, in the different Districts of this County, have been more than realized.

Respectfully yours,

JAS. H. JACQUES.

To T. H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF KENT.

SIR,—

When reporting last year the state of educational matters in Kent, I entertained the hope that all unreasonable prejudices against our excellent "Schools Act" would ere now be removed, and that on this occasion I should have the pleasure of reporting a very gratifying improvement; but the obstructions which followed Judge Weldon's Injunction still operate very seriously against the prosperity of the schools. For, though the Legislature at its last Session legalized the assessments, and provided, it was thought, for their prompt collection, yet so tardy and ineffectual has been the process, that the Trustees' Drafts issued by you in October 1872, are not yet quite all paid, and the County Treasurer has no funds to meet those issued in April last. The taxes raised in those Parishes which are "law abiding," were used in good part to defray the ordinary County expenses, leaving but little to meet the School Warrants. But the Parishes of Dundas and Wellington, and the greater part of St. Mary's, are said to have paid no taxes in 1872, the Collector, relying on the support of the majority of the Magistrates, having refused to act; and only a small portion of the amount imposed on these Parishes for the year 1873 has been paid. St. Louis ingeniously manages to pay nothing. The proper officer was indeed duly called upon to collect the taxes, after giving the required bonds; but, professedly to defeat the measure, no one would become his surety, and since no provision has been made by the Legislature to meet the case, the device has so far succeeded.

DISTRICTS.—The number of Districts which have been working under the Act in Kent, within the year ended 31st October 1873, is 36, with 41 schools; viz. in Dundas 8, in Carleton 3, in Harcourt 4, in Richibucto 10, in St. Mary's 3, in Weldford 14, in Wellington 4. Of these Districts, 6 never had a school before the inauguration of the "Schools Act," and 5 others had not had a school for many years previous. Three of the Districts having schools are peopled by Roman Catholics, and many others have a mixed population. I am glad to report also, that two French Districts have applied for admission to the advantages of the Law.

Several Districts have been without a school for the want of teachers, and there are some vacant Districts in the County which have never yet had a school, and which, notwithstanding the *special aid* provided by law, may not have one for some time to come.

TRUSTEES.—Some of our Trustees, depending in part upon the payment of School Warrants, have been subjected to serious embarrassments. Some take a lively interest in the success of the school, others are apparently indifferent.

SCHOOL HOUSES.—The refusal of so many to pay their ordinary taxes, has interfered with the building of School houses. Four only have been built in Kent during the year,—in Dundas 1; in Weldford 2, (at Trout Brook District and at West Branch); in Richibucto 1, in District No. 10. The last two are handsome well-finished structures. Some progress has been made in securing titles to school house grounds, and in providing furniture and apparatus; but much remains to be done in this line.

TEACHERS.—The number of Teachers employed within the year was 42,—males 17, females 25. I am sorry to have to say, Kent has lost and is losing

some of her good teachers by removals to St. John, York County, and elsewhere. As a consequence, we need 9 or 10 teachers just now to supply vacancies.

Our trained teachers generally are evidently desirous to carry out the system adopted at the Model School, and yet they vary widely in efficiency; so widely indeed, that occasionally one is met with who is perhaps worse than useless, since, by doing nothing well, he does but make trouble for his successor. It is chiefly in what may be thought *little matters* that *great* failures occur. At the outset of the pupil's course, he requires the constant care of the teacher to save him from going wrong. In his first efforts to read, for example, if unassisted, he will make every word equally emphatic. The successful teacher *prevents* this unnatural habit, by training the pupil, or the class, to follow him in reading in phrases as they would converse. The teacher learns by experience that even young children may be trained, and therefore should be trained, to the habit of grouping words with judgment, and reading tastefully, that is, naturally. They will copy his cheerful, attractive style, his inflections, his distinctness of articulation. Simultaneous work in phrases repeated after the teacher will accomplish this. It is a mistake to suppose that readers are *born*, not *made*. On the contrary, all children of ordinary capacity, and who have no natural impediment, may, if properly taught, become *good*, if not the most *tasteful* readers.

Children learn to *spell* well by early and efficient drill-repetition and review. How much of their labour some teachers lose for want of daily, systematic review.

In *arithmetic* children are often kept in difficulty for the want of thorough training in the elementary rules. Here, too, the failure occurs at the outset. Columns of figures are given to be added before the table, or any part of it, is taught; and it is by no means a rare case to find scholars in long division or reduction, who have never half learned the addition and multiplication tables.

This neglect of *little matters* makes bad work. Hence we have also crooked columns and crooked lines of figures, figures badly formed, crooked lines of slate-writing, pens improperly held, letters badly formed and badly joined. How are slovenly habits to be corrected if acquired and confirmed at school?

CONDITION OF THE SCHOOLS.—The Schools already referred to include the Grammar School, the Superior School at Bass River, and the Superior School in the Parish of Richibucto. In the town of Richibucto the Schools have been carefully graded, and the elementary departments, under efficient female teachers, are working very satisfactorily. The advanced department, under a male teacher, is not quite satisfactory, owing doubtless in part to the irregular attendance of the pupils. The Grammar School, under the excellent management of Mr. Oaks, has been brought into excellent order, and as a consequence is in a most creditable state. The rooms rented for school purposes in the town are small and unsuitable. A building with four apartments, after the prescribed plan, would perhaps have been ready by this time, had the County rates for the last two years been promptly paid in.

The Schools in Kingston, District No. 2, have not yet been properly graded, for the want of a central building for the High or Superior School, which to this date is situated towards one extremity of the District. On this account the Trustees felt obliged to admit to it young children who could not attend a lower and distant department. By this means a portion of the teacher's time has been of necessity diverted from his proper sphere. It is however due to Mr. Coates to say that, notwithstanding this disadvantage, his pupils

have made very creditable progress under his able management. I am glad to add, that a suitable building in a central locality has lately been rented by the Trustees, and is being fitted up for this department. Here also, as in Richibucto, there is a prospect of the purchase of grounds, and the erection of a school house which shall be an ornament to the place.

With Rev. Mr. Fowler I attended the examination of the Superior School at Bass River, not long after it had come under the care of Mr. McIntosh. On that occasion I was glad to find the pupils under efficient control,—an essential element or condition of a good school,—and shall expect to find at a future visit the various classes making very creditable progress, especially as an assistant is now employed in the school.

In the Common Schools generally I have endeavored to render assistance where it seemed most needed; and to arrest those beginnings of wrong-doing which in their results are so damaging. My efforts in this line have not, I trust, been made in vain.

The co-operation of those Trustees who take a lively interest in the prosperity of the Schools, and who have assisted me in carrying out the Law, deserves my grateful acknowledgments.

Respectfully submitted.

THOS. W. WOOD,
Inspector for Kent County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF SAINT JOHN.

SIR,—

In accordance with the requirement of the "Common Schools Act," I beg to transmit the following statements respecting the Schools in Saint John County for the school year ending 31st October, 1873.

It is very satisfactory to be able to report that, notwithstanding the strenuous opposition made to the operation of the Act in many Districts, substantial progress is being made. In the City of Saint John and the Town of Portland considerable additions have been made to the staff of teachers, and several new schools have been opened. In the out Parishes, every district that had a school last year, has maintained one this year, for the whole or a considerable portion of the time; and in several districts schools have been taught this year where there were none last. So that when the statistics shall be prepared of the state of education in the County during the present year, they will compare very favorably with that which preceded it. Many more schools should have been in operation, and would have been, but for the opposition that has been maintained, chiefly, to the unsectarian character of the School Law. Eventually this opposition will give way, as those whose children are doomed, by it, to be reared in ignorance, are beginning to awake and to demand that their offspring may share the blessing of education with others. In some places resistance to the Law is made on purely selfish grounds; parties who, at the present time, have no direct personal interest in maintaining a school, combine together, and succeed in defeating the establishment of one; and thereby deprive all the children of the district of the advantages of education. The "Amendment Act" of last Session meets such cases in some measure, and will ultimately effect the grand object in view.

An impression is sought to be made, in some places, that the new system

is objectionable because it is so expensive. Where people have been living, for many years, without a school house, some expense must, unquestionably, be incurred in building and furnishing one; but after that work is done, I see no reason why the cost should be very greatly in advance of the former plan. Indeed, the assistance afforded from the County School Fund, and the extra aid to "Poor Districts," (both very wise provisions of the Law,) make it far easier than it formerly was to maintain schools in districts that are neither wealthy nor populous.

Schools would be maintained in many Districts could teachers be found. I hope the improved position that teachers, as a general rule, now occupy, will tend to keep good instructors in the profession; and that the supply from the Provincial Training School will speedily meet the pressing demands for teachers.

If it is gratifying to observe the increase in the number of schools, and the number of pupils that attend them, it is still more so to witness the marked improvement in most of the schools in all the branches taught. If I might mention one subject in particular, where all are worthy of commendation, I should select that of Reading. The results of the care taken in that important branch are strikingly and pleasingly manifest. Even in the Primary Schools, the correct expression, the clear enunciation, and the absence of monotonous and drawling tones, shew that very young children may be taught to read, not merely well, mechanically, but with marked intelligence. The lessons are, indeed, simple, and adapted in a pre-eminent degree to the age of the young pupils; but still the interest that is evidently felt, (because the pupils understand what they read), favorably impresses every reflecting visitor, producing the conviction that the excellence exhibited now, is the foundation and precursor of good reading in the future.

The books now in use in our schools are highly appreciated, both by teachers and pupils, and I may add, as far as my observation goes, by the parents and public too. The Royal Readers are, deservedly, great favorites. Interesting in themselves, and progressive in their character, they are highly adapted to please and instruct the pupil in every stage of his school life. Robertson's Grammar, too, is highly valued. I found at first that teachers looked upon it with disfavor; they had been so accustomed to Lennie's, that they felt it to be *the* Grammar Book for schools; but by a growing acquaintance with the prescribed Grammar, their prejudices are overcome, and they can see such superiority in the new book, that they enter with spirit into its teachings, perceiving that in it is briefly developed the philosophy of the English language, in a style so simple that a child can easily comprehend that which was formerly thought to be an abstruse and difficult subject.

Accustomed as I have been, for several years, to inspect the Schools in Saint John and Portland, I have had a good opportunity for observing the difference in the aspect of the schools under the former and present systems. In every respect the change is for the better,—well ventilated and comfortably warmed school rooms, suitably fitted up and furnished, thoroughly supplied with apparatus and useful appliances, all tending materially to the advancement, health and happiness of the pupils, and satisfaction to the teachers. All this, however, would avail but little without a staff of properly qualified instructors. This has been secured by the wise decision of the Trustees to fix the salaries at such a rate that competent teachers are willing to give their continued services to what is, unquestionably, one of the most important and honorable professions.

It is particularly cheering to find that a feeling of mutual confidence and

esteem exists between the Trustees and Teachers. This was exhibited towards the close of the summer, when the Teachers of the City of St. John invited the Board of Trustees to a Pic Nic at the Pleasure Grounds, Torryburn. An opportunity was thus afforded for the interchange of good feelings, and the cultivation of a more intimate acquaintanship. Not only the Trustees, but some of their ladies favored the teachers with their company, and the day, which was very favorable, was enjoyably and profitably spent. Excellent practical addresses were given by the Trustees and officials, and also by the Honorable Edward Willis, of the Provincial Board of Education. The company in breaking up, looked forward to similar reunions in coming years. The teachers presented, on this occasion, a very valuable and splendid time-piece, as a testimonial of their esteem, to W. H. A. Keans, Esquire, on his retirement from the Chairmanship of the Board of Trustees. The presentation was accompanied by a very feeling, complimentary address, read by the Rev. Dr. Coster.

There have been during the past year two Superior schools in the County, one at Manawagonish, Lancaster Parish, and one in the Town of Portland; both are in a very satisfactory state.

I have not much to report in respect to new School houses. They are much needed in many places, but owing to the opposition that has been raised from various causes, the friends of progress have been impeded in their exertions. There are, however, several places where the people have made arrangements, and voted sums sufficiently large to erect good houses. I have supplied them with the plans provided by the Board of Education, and, before long, we may hope to see buildings erected of a character far superior to those that have generally been used for school purposes. In the City of Saint John and Town of Portland, very eligible sites have been secured, and the Trustees intend to build as soon as circumstances permit. At Spurr's Cove, Lancaster, the original school houses have been very greatly improved, and one of them enlarged so as to afford accommodation for two good departments. There has also been erected a new school house in the same district, so that there are four good schools now where there used to be only two. In Central Quaco, where there has not, heretofore, been any school house, a very capacious one has been built, which will accommodate two large departments. There is a comfortable class room attached to each department, where an assistant can be advantageously employed.

There have been in this County very few disputes about boundaries. It was found desirable to set off one new district during this year, viz. the Connor Settlement, Saint Martins, as the residents were too far away from any school, to send their children conveniently. It is a border district, formed of parts of St. John and King's Counties. The people set to work, at once, to build a commodious school house, which is located on the King's County side of the line. I have laid before the Board of Education propositions to alter, slightly, some of the boundaries of districts in the eastern part of Lancaster Parish, principally to remove ambiguities of expression, that might give rise to differences of opinion, as to what district some properties belonged. Previously to suggesting these changes, I invited the principal gentlemen of the respective districts to meet me, when, after a protracted consultation, the alterations were generally agreed to.

I am, Sir, yours obediently,

EDMUND HILLYER DUVAL,
Inspector for St. John County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF SUNBURY.

SIR,—

I beg to submit the following Report of educational matters in the County, which, in addition to a few brief extracts from notes of the year ended 31st October 1873, also contains selections from memoranda of 1872.

DISTRICTS.—A few additional alterations and revisions, &c., have been made where they were thought to be needed, so that there are now 52 School Districts in the County, and the present arrangement, with, perhaps, one or two exceptions, seems perfectly satisfactory. 45 of these were duly organized under the present Law at the time of their first annual meeting, or at subsequent dates within the year. The remaining 7 are still without Trustees, schools, or school houses. Two of these contain only from four to seven ratepayers each, and scarcely as many children, living at long distances apart, and, in some cases, separated by intervening woods. One other is a new settlement, and its children are yet in their infancy, except those of one or two families, who are at present accommodated by the surrounding districts. These three are thus so situated as perhaps to preclude organization for some time. The remaining four are decidedly affected with a chronic antipathy to the School Law, or an indifference to education, very difficult to remedy. Yet, it is to be hoped, that as they see the prosperity of their neighbors around them, time may soften their prejudices and they may ere long be induced to follow their example. Three Districts were recommended for the special aid granted to poor districts, but only one was induced to avail itself of its advantages. For the incoming year others have been named, and it may fairly be expected that this, with the other general inducements, will succeed in reducing the Districts without schools to a very small number.

All but three of the organized Districts voted assessments at their first annual meetings, or at special ones held for that purpose soon after. Taking into consideration the poverty of many portions of the County, the amounts voted were, on the whole, quite liberal, so that at their second annual gatherings balances in many cases were found to be on hand. These balances were, in part, occasioned by the unexpectedly large amounts from the County fund apportionment, and tended in no small degree to increased appreciation of the new system.

TRUSTEES.—Generally, the Trustees have been selected from the best men, and they have, in most instances, been very efficient in the discharge of their work. Their office is an important one, and much of the progress in Districts is proportionate to their zealous attendance to duty. Almost without exception they have been extremely economical in their expenditures for general purposes, such as improvements of grounds, purchase of new furniture, apparatus, &c., for the reason, as they allege, that an opposite course would be incompatible with the success of the School Law. The cry is, "It costs too much to run the extensive machinery." This idea, although without any foundation in fact, seems very difficult to be got rid of.

In some instances mistakes have been made, owing to a misconstruction of the Law, or a too careless reading; but these were speedily rectified. At the second annual meeting, in a few Districts, objection was made to the creating of a vacancy in the trusteeship by lot, and other methods were made use of, on the supposition that they would answer as well. In these cases the letter of the law was subsequently complied with. At the present writing the School Law seems to be very generally understood and its pro-

visions conformed to. I am pleased to report that only in a very limited portion of the County was there any attempt at organized resistance to the payment of the school tax. The *Schools Amendment Act* 1873, quashed these, but in other respects, I fear, did not tend to diffuse any better feeling towards the Law.

In many Districts there is almost an entire absence of ratepayers at the time of the legal holding of the annual meeting, Trustees and others being far distant from home in the lumber woods. The Christmas holiday is spent with the family, but not, except in cases of extreme necessity, can there be a return again so soon as the second Thursday in January. The result has been a frequent neglect to hold such meetings at the set time. In these cases subsequent meetings had to be called, some as late as in June and July. This, I think, is to be regretted, as it tends to interfere with the continuance of schools.*

Three Districts competed for and received the Superior grant, and, with the Grammar School department at Sheffield, afford pretty ample High School accommodation for the County. The schools of Oromocto and Upper Sheffield were graded, and illustrated clearly the advantage of such a method of organization.

Three new School houses have been begun and finished since January 1st 1872; five more are in process of construction, and in several Districts new buildings are talked of and will be commenced at an early day. Several which had been under way for years have been completed, others have been greatly improved, and all have more or less received additions of furniture, apparatus, &c. Many were destitute of even a map or blackboard, and the improvements on the whole have been quite praiseworthy.

The school books prescribed by the Board have come to be used almost without exception, and are well liked.

Grounds have been purchased in connexion with the new buildings, and in some other cases, but not to such an extent as I deem desirable, nor has there been such improvements of those already owned as might reasonably be expected.

Thirty eight of the organized Districts have had schools more or less constantly since 1st January 1872, a much larger proportion than at any previous period, whilst the advance in the average attendance is very noteworthy. There would have been a still larger number of schools but for the unfinished state of buildings and the very great scarcity of teachers. During the incoming year these, in part at least, will not have to be used as excuses, and I am confident the number of schools will be largely increased. Already have three schools been started and continuously kept in Districts before destitute, and to such as these special attention will continue to be directed.

There is no doubt the introduction of the present system has given an impetus to education in this County which will be lasting.

Nearly all the schools have been visited, and where defects in teaching have been thought to exist, these have been pointed out and suggestions made which, on subsequent visits, were judged to have had a good result.

Among improvements noted may be mentioned the increased interest of both pupil and teacher, and a more regular attendance of scholars. The teacher now relieved, as he is, from the harrassing business of making out and collecting his bills, from the anxiety of making a requisite average, and, not the least, from the expense and bother of moving from house to house, gives his undivided attention to his school.

* The remedy already exists: see p. 70, Rem. 2, *Manual of Common Schools Acts*.—T. H. R.

An objection has been raised to the present system, that it occasions a less degree of interest on the part of the teacher, but if the monthly visit of the Trustees and the attendance of parents and friends at examinations are not neglected, such lack of interest is scarcely possible in a well meaning teacher.

Your obedient servant,

JNO. H. BRIDGES,
Inspector for Sunbury County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF QUEEN'S.

SIR,—

In presenting you with my annual Report, I do not see anything in the working of the School Law in this County that would for one moment discourage the friends of Free Schools. I suppose that the number of the opponents to the measure is as great as ever, but there has been a decided gain in the working of the Law in many Districts. In the Parish of Gagetown there are four schools in operation, while there were only two last year. And here I take the opportunity of strongly advising a change in the working of the Grammar School in this Parish. Considering the large amount of Provincial money given for this school, it ought to be made more available for the County in general: the smaller pupils should be in a separate building, with a good teacher for themselves, making this school a feeder for the High or Grammar School; and then the Head Master would have a better opportunity of advancing the pupils in the higher branches. At present the mixed company of so many pupils in one room, with a small class room adjoining, causes great confusion and hinders the progress of all. In fact it may justly be called a large Common District school.

In the Parish of Hampstead there has been a gain of two schools, and an immediate prospect of another; there are two new School houses in this Parish this present year.

In the Parish of Petersville there are three new School houses (all on the Gagetown road), and a meeting was lately held at Douglas Valley, where they intend building another one as soon as possible.

In the Parish of Wickham there is a gain of two schools.

In the Parish of Johnston there is a gain of two schools, and another District has just organized; there are three new School houses this year.

In the Parish of Cambridge every District has accepted the Law, and school has been kept in all with one exception, and in that they are only waiting for the completion of a new School house. In School District No. 1, Lower Jemseg, a very good School house has been erected and school is going on.

In the Parish of Brunswick there are four out of five School Districts in operation.

In the Parish of Waterborough there are seven School Districts in operation, a gain of four in the last year.

In the Parish of Chipman there have been seven schools in operation, a gain of two since last year.

In the Parish of Canning seven schools have been in operation.

There has nothing been done yet in the Parish of Clarendon (Charlotte

County). I went and laid out a School District on the M'Leod Road, but they have never held any meeting, and on account of the scattered population I see no prospect at present of anything being done.

Reasoning from the above account, I can see no cause for despair, but rather of encouragement.

I should like to see the Trustees more active in obtaining the regular text books prescribed by the Board of Education, and in furnishing the apparatus required for proper and systematic teaching. * * *

Owing to a severe cold, which has confined me to the house this fall, I have not been able to visit the extreme parts of the County, but hope to make it up this winter.

I fully believe that the School Law has already done great good, in raising the general intelligence of the country by means of School meetings, and the duties it has imposed on the Trustees. One can see already a generous rivalry springing up amongst districts, in procuring good school houses and the best teachers.

Hoping that neither the so-called religious interference nor niggardly parsimony may hinder the good work from going on,

I remain your obedient servant,

BENJAMIN SHAW,
Inspector for Queen's County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF GLOUCESTER.

SIR,—

In this County we have now fourteen District schools, nearly twice as many as we had a year ago, but, even yet, we ought to have a great many more. The School Law is still bitterly opposed on account of its non-sectarian character, but there is far less opposition to it now than there was at first, from unfounded apprehensions of ruinous taxation. Where people have availed themselves of its provisions, it has proved to be by far the best Law we have ever had for enabling parents—especially poor parents—to secure a good intellectual and moral education for their children. It has proved the wisdom of its provisions for the training, the employment, and the remuneration of really good teachers—teachers such as do more good in one Term than many of their predecessors could do in two, or more.

And then, in regard to the expense of securing this comparatively superior education, it has been found that, except in Districts where new School houses have had to be built, the lightness of the taxes required for school purposes has occasioned general and agreeable surprise. It must be admitted that a few persons who have little or no *direct* interest in their District school, have manifested considerable reluctance to submit to taxation for educational purposes; but this reluctance is diminishing in proportion to the correction of their erroneous ideas of social rights and obligations. It is gratifying to observe that the unseemly animosity which prevailed for a time in some of our Districts in consequence of a diversity of opinions respecting District boundaries, the proper location of School houses, &c., is rapidly subsiding, and that parents and neighbours who formerly set a pernicious example to their children by their unreasonable contentions, are now wisely

making combined efforts to get their children trained so as to become respectable and useful members of society.

In Districts that have complied with the Law, the Trustees, with few exceptions, have been faithfully attending to their duties, though, in many cases, with much inconvenience to themselves, especially where they had to attend to the erection and the furnishing of School houses. A good example, on the part of an intelligent Trustee, has a far more beneficial effect on the teacher, and on the pupils too, than is generally known.

Our teachers have nearly all been giving much satisfaction to their employers. Those who are now conducting the High school in Bathurst, and the Superior school in St. Peter's Village, are eminently intelligent, industrious and successful. They attend very carefully, as every teacher ought most earnestly to do, to the moral as well as to the intellectual training of the young. The attendance at these well-managed schools is good, and it is still increasing as the privilege of attendance is increasingly appreciated.

Several school houses have been built and furnished during the year, in accordance, as nearly as possible, with the excellent plans provided by the Board of Education.

It is expected that during the current year the most of the schools will be much better furnished than they have been with maps and other necessary apparatus; and also that Libraries will be procured for, at least, some of them. The comparatively high price of the new school books has produced a little occasional murmuring; but the great excellence of these books, especially that of the Readers, is now very generally acknowledged.

On the whole, we have made some progress during the past school year, and we hope to make much more during the year that has commenced.

I am, Sir, your obedient servant,

JAMES SMITH,

Inspector for Gloucester County.

THEODORE H. RAND, Esquire, M. A.
Chief Superintendent of Education.

COUNTY OF WESTMORLAND.

SIR,—

I beg to lay before you my annual Report of the state of Schools in this County for the year ended 31st October, 1873.

SCHOOLS.—The number of Schools or departments in the County for the School year just closed, was—Winter Term, 92; Summer Term, 96. In the summer terms of 1871 and 1872, there were 89 and 82 schools respectively. 83 Districts had schools during some portion of the year. There were 45 Districts which had no schools any part of the year, of which 29 were French, or in which French ratepayers were a majority, and who, so far, have declined to avail themselves of the advantages the Free School Law is so well calculated to bestow. Among the English speaking portion of the population, 16 Districts were without schools any part of the year. Nine of those 16 Districts had no schools for want of house accommodation; two from not being able to obtain teachers; two by reason of dissatisfaction with district bounds; and three from indifference, combined with opposition to the law,—being composed in part of French ratepayers. Two of the nine vacant districts erected houses last summer; two had money voted to do so, but failed

because I could not agree with the majority of Trustees in selecting school sites. The remaining five contain few children, and are quite poor, and though assured of the special aid they would receive, both from the Provincial and County Funds, felt unable to tax themselves last year.

Five Districts at the last annual meeting failed to grant money for school purposes. Three of these, in the Parish of Westmorland, refused because a small majority present were opposed to the Law; one, I am very sorry to say, a wealthy district in the Parish of Sackville, failed through downright negligence on the part of the ratepayers to meet; the other had the reasonable excuse of dissatisfaction with district bounds. Two of these subsequently voted money at special meetings called by the Trustees; one at the annual meeting called by myself; and one at a special meeting called by order of the Board of Education.

SCHOOL HOUSES.—Eighteen new School houses were erected during the summer, four of which are unfinished, and will not be ready for use till next summer. There were also two old houses repaired. These, with the 13 erected in 1872, make 33 new school houses built in this County since the present Law came into operation. They are distributed as follows:—Botsford, 5; Dorchester, 5; Moncton, 9; Sackville, 3; Salisbury, 9; Westmorland, 2. For most of them, half an acre of land each has been obtained; a few have three quarters of an acre each, or upwards; and a few a quarter of an acre only. I may here mention that several liberal minded men who owned the sites, gave the land to the District, and some have asked a merely nominal price. In no instance has it been necessary to take a school site by compulsion. All of the new houses, excepting the two repaired and another one, are of ample size, well finished, and tolerably well furnished, some in a superior manner, so far as seats and desks are concerned, but they are deficient in school apparatus.

The old houses, not taking into account those of the French Districts, nor yet those where new ones are in course of erection, may be thus classed:—Botsford, 3 good, 1 fair, 6 inferior; Dorchester, 3 fair, 2 inferior; Moncton, 1 good, 5 fair, 8 inferior; Sackville, 3 good, 3 fair, 9 inferior; Salisbury, 2 good, 2 fair, 5 inferior; Shediac, 2 good, 1 fair, 5 inferior; Westmorland, 4 good, 4 fair. The most of those classed “inferior” might claim the superlative adjective. Several of the above are private property, and rented for school rooms. The rest were built under the old *regime*, of which the better ones have been purchased by the School Districts. The best of them have not corresponding furniture.

SUPERIOR SCHOOLS.—Five Districts expect the Superior grants, viz:—Dorchester Corner, Town of Moncton, Salisbury Corner, Shediac, and Baie Verte. So far these Districts have had no competition in their respective Parishes; but two others, one each in Westmorland and Salisbury, have given notice of their intention to compete. This will excite a spirit of commendable rivalry, which cannot but be conducive to the best interests of the schools. The teachers of the Superior schools labor under many disadvantages, both in respect of house accommodation and school apparatus. I am happy to state that Salisbury Corner has erected a large and commodious house, to be completed next year, which will be not only an ornament to the village, but a legacy of incalculable value to its children. When finished and furnished, as it will be, I have every reason to believe, in the most thorough manner, and in charge of competent teachers, such as the District already has, we may look for a rare development of “young ideas.” I may mention, in this

connection, that the ratepayers of Salisbury Corner are fully alive to their educational interests, and though their house has not been completed as soon as intended, they are, nevertheless, ahead of the other wealthy districts of the County. May their example be speedily followed. It seems to be a prevalent opinion, and which perhaps is a correct one, among the Trustees of the Superior schools, that, in view of building, as little expense as possible should be put on the old houses. Similar remarks may apply to Shediac Station District, which contains the Grammar School.

GRADED SCHOOLS.—Eight Districts, viz : Dorchester Corner, Shediac Station, Petitcodiac, Salisbury Corner, Rockland, Town of Moncton, Lower, and Upper Sackville, are supposed to have their schools graded. This is the case with only the first four, and with them not in as perfect a manner as desired, owing to the unsuitableness of the school rooms. The Trustees of Lower Sackville and the Town of Moncton have scarcely attempted to grade. They seem to fully appreciate the superiority of graded over mixed schools, but until the contemplated new houses are erected it is considered impracticable. In the former District the school rooms are of the very poorest description, the worst by all odds of any in the County; in the latter they are by no means what they should be. Building was delayed in the Town of Moncton in order to get an Act of the Legislature to authorize the Trustees to issue Debentures. The Trustees are men of the right stamp, and are making all due preparations for building, which will doubtless be proceeded with early next season. It is difficult to assign the true cause for the inaction of the Trustees of Lower Sackville in this respect. There was some difficulty in getting a site for the larger house, and it is not quite secured yet. Perhaps the ratepayers are as much to be blamed as the Trustees, in not voting sufficient funds to purchase grounds and complete the buildings. They will have an opportunity of correcting their mistake at the approaching annual meeting. There is one thing certain, however, that for another year, and perhaps more, the 800 children of this District will have to be accommodated as best they may in the present tumble-down shanties, misnamed school houses. In Upper Sackville two large and commodious houses were erected last summer at the extremes of the District, creditable alike to the ratepayers and Trustees, and though there is in the centre a suitable room, just adapted for an advanced department, to be had at a nominal rent, and by availing themselves of which the schools could be at once graded, the Trustees shrink from attempting it. Their ideas in this respect are anomalous and difficult to understand. The consequence is, that the very competent teachers who at present have charge of the two miscellaneous schools, notwithstanding their industry, waste their teaching powers. The little extra expense which would be incurred would be more than counterbalanced by the very much larger amount of value received. In fact there is no reason why this District, by taking the proper steps, should not secure the Superior grant, and hold it for years. Rockland, with upwards of 150 children, in the Parish of Dorchester, which was originally laid off with an eye to grading, and eminently calculated therefor, also stands aloof in this respect.

The Grammar School at Shediac is under the charge of Mr. D. B. White. I was unfortunately so circumstanced during the past summer that it was impossible to visit all the Districts of the County, and I therefore omitted some where I was satisfied school matters went on smoothly. On my visit to this District a year ago, the utmost harmony prevailed. The provision of Section 53, Act of 1871, for the voluntary union of the Grammar School

and District Trustees, was promptly embraced. There are six departments under the supervision of Mr. White, and the superiority of the graded system is at once apparent. I may add, that Point du Chêne, originally a separate District, gladly embraced the opportunity to join Shediac, in order, among other reasons, to secure the advantages offered by belonging to a system of graded schools.

ATTENDANCE.—The most superficial observer cannot but notice a great improvement in the condition of the schools; and yet, generally, they are far, very far, from being as efficient as they should be. The improvement, however, is palpable, and at no distant day I expect to find them attaining a high order of excellence. Irregularity of attendance is a serious drawback to the proper performance of the teacher's duties. The average attendance last year, as in the preceding, was probably below one half the number on the registers. This, though too small, was yet a larger average than for the year 1871, under the old system. The whole number of pupils enrolled for the Summer Term just closed very much exceeded that of the Summer Term of 1871, notwithstanding 45 Districts, about 30 of which were French, had no schools. In the Summer Term of 1871 there were 89 schools in the whole County, 25 of which probably, perhaps more, were French, leaving at most 64 among the English speaking portion of the population. This number increased to 96 in the corresponding Term of 1873. In the 82 schools of the Summer Term of 1872 there were 4,450 pupils, or 1,047 more than in the 89 schools of the Summer Term of 1871. In the Summer Term of 1873 there were 4,801 pupils, or an increase over the same Term of 1871, of 1,398. So far, then, as an increased attendance goes, there is a decided improvement. The quality of the schools has improved. Teachers, knowing their stipulated salaries are sure, make greater exertions to give an equivalent. They are more in love with their profession, and in consequence the pupils are more in love with their schools. There is, perhaps, an undue proportion of untrained teachers in this County. Trained teachers have been very scarce, and I felt it an important step to get the schools in operation, even with inexperienced teachers, and therefore granted a number of local licenses, but in no instance, I believe, to interfere with the employment of a trained teacher. Trained teachers are gradually coming in. Some means should be adopted to induce a larger average attendance. Much may be accomplished by the teachers in this respect, and I notice that the most thronged school rooms, as well as the best governed schools, are where the teacher's deportment attracts rather than repels, and where order and neatness reign. This supposes that the pupil's going to school is a voluntary act, and I am convinced it is so to a very great extent. As soon as the school rooms of our country cease to become objects of aversion to children they will be better attended; and this result may be largely obtained by Trustees and teachers acting in unison, the former furnishing every material requisite, and the latter faithfully discharging their duties with all due firmness, yet in such a pleasing manner as to make their pupils feel that the school room, next to their firesides, is the most agreeable place in the world. Compulsory attendance, however, is probably the only means that will fully secure this desirable result.

TRUSTEES.—Generally Trustees are well qualified for their positions, but many of them are slack about furnishing the schools with suitable apparatus. A teacher cannot do good work without proper tools. He cannot afford to furnish them himself; and it certainly is poor economy to hire a man to perform certain work and withhold from him the implements of his trade.

It would also be more in the interests of the schools if Trustees would visit them oftener. Some Trustees set a good example in this respect; others keep entirely aloof; and in some instances no record of visitation by Trustees is made during a whole Term.

The prescribed text books are used in all the schools. In conclusion, I will say that the Free School Law in this County is working well. It is gaining friends every day, and I am cognizant of a number of converts who were bitterly opposed to its adoption, now lending a helping hand to foster it, and frankly admitting that it is based on truth and justice, and therefore must prevail.

I am, Sir,

Your obedient servant,

RICHARD WILSON, JR.

Inspector for Westmorland County.

APPENDIX C.

REPORTS OF BOARDS OF SCHOOL TRUSTEES.

I.—TOWN OF PORTLAND.

THOMAS B. BARKER, Esq., Chairman.

THOMAS E. MILLIDGE, Esq.

EDWIN FISHER, Esq.

JAMES WILSON, Esq.

H. T. AMES, Esq.

JOHN TAPLEY, Esq.

FRED. E. BARKER, Esq., D.C.L.

WILLIAM KILPATRICK, Esq., Secretary.

To THEODORE H. RAND, Esquire, M. A.
CHIEF SUPERINTENDENT OF EDUCATION.

SIR,—

The Board of School Trustees of Portland, in accordance with the requirements of the Common Schools Act 1871, present the following Report of their proceedings thereunder up to end of October last :—

The Town Council of the Town of Portland having determined in favour of the adoption of the provisions of the Schools Act relating to the Cities of Saint John and Fredericton, and certified the same to the Governor in Council, the names of the three members of the Board appointed by the Government were gazetted on the 15th day of November 1871, and at a meeting of the Town Council, held on the 23rd day of November of the same year, the remaining members of the Board received their appointment. As the Act came into force on the 15th day of January following—only some seven weeks after the members of the Board received their appointments—and as their knowledge of the duties devolving upon them under the Act was necessarily limited, and their acquaintance with the condition of the schools then in operation very slight, you will see that the period that elapsed between the date of the organization of the Board and that fixed for their assuming the management of the schools, was entirely too brief to allow of such preparations and arrangements being made as were desirable, or such as were at all likely to ensure any thing like a satisfactory commencement under the new order of things. Actuated by a determination to discharge the duties and responsibilities they had assumed in the manner indicated by their judgment as most likely to benefit the District under their control, the Board concluded to ascertain at as early a date, and from as reliable sources of information as possible, the number and locality of the schools then in operation, the number and class of the teachers, the number of scholars in attendance, with such other data as were considered necessary. To attain this object printed circulars were issued to the teachers, containing a variety of questions directed to the information desired, and in addition to this each school was visited by a Committee of the Board, and a personal

inspection made not only of the school premises, but also the furniture, school books and apparatus. In this way the Board soon acquired a tolerably accurate knowledge of the nature and quantity of material at their disposal for future use; a critical examination revealed the fact that but little of it would stand the tests required by the new regulations; a large majority of the teachers, who held licenses, were of the second or third class; but few of the schools were located in pleasant parts of the town; the school premises were very much too small for the number of pupils crowded into them; they were in many instances reached through some back yard or by some tottering stairway, and when reached, even by an access so uninviting, they were found to be but ill ventilated and poorly lighted apartments; the furniture was of the most uncomfortable pattern and the most primitive character; the apparatus, where there was any, comprised but a few charts and maps; the system of teaching was by no means uniform; the schools were not graded; in fact the information gleaned in the way already mentioned afforded but one inducement to the Board to continue their labours, and that was, that the children to be educated were so many, and the means afforded them for that purpose of so indifferent a character. Such were some of the difficulties the Board found surrounding them on all sides, when they commenced work. Since that time they have held *sixty seven* regular besides informal meetings and meetings of committees. The amount of time and labour expended in effecting the changes already made has been great, much more so than any one without similar experiences would imagine; and yet, after the lapse of two years, the new system cannot be considered as much more than fairly introduced; nor can it be successfully or economically worked in the Town until the completion of many plans the Board have long had under consideration, but which circumstances quite beyond their control have so far prevented them from carrying into execution. The Board refer more especially to the want of proper school accommodation. This is a difficulty that presented itself to the Board at a very early period, and one which still restricts their movements in many directions. The school rooms in use under the old system would not, under the new regulations, accommodate more than sixty per cent. of the number of pupils that had been previously crowded into them, and besides this, they were not distributed at convenient distances throughout the districts. Objectionable, however, as by far the largest number of these rooms were from almost every point of view, that "necessity which knows no law" compelled the Board to engage many of them. Repairs and alterations were made with a view to the health and comfort of those who were to occupy them; furniture of approved pattern and construction was procured, and such other arrangements were made as enabled the Board to have sixteen schools in operation by the end of January 1872, with accommodation for 894 scholars.

SCHOOL SITES AND BUILDINGS.

The necessity that existed for the erection of suitable school buildings in healthful and convenient localities was a subject that early engaged the attention of the Board, and one that every day's experience prevented from being forgotten. After much consideration of the subject, and not without some misgivings as to the manner in which the outlay—necessarily large—for the purchase of suitable sites, and the erection of suitable buildings, would be viewed by the public, many of whom appeared not too well satisfied with their increased taxation, the Board at an early date determined that such an expenditure was essentially necessary to the economic and efficient working of the school system in the Town. Two sites in localities in

every respect desirable, were finally selected, and negotiations for their purchase immediately opened with the owners. One of these, a lot 120 x 160 feet, on the corner of Stanley and Winter Streets, was soon after purchased for the sum of \$4,400, and arrangements made for leasing the other,—a lot of about the same dimensions on the Adelaide Road. Not anticipating any difficulty in the way of disposing of debentures, which certainly were *convenient* modes of investment, and had the whole district as a guaranty for their being *safe* ones, the Board entered into contracts for the erection of a brick building on each site, sufficiently large, when completed, for the accommodation of 600 scholars each. On the first mentioned site a foundation wall was erected at a cost of \$1,500, but since its completion nothing further has been done, as by that time circumstances had arisen which prevented the Board from selling their debentures except at a discount they did not feel justified in submitting to. The supplies thus being stopped, the Board had no course open to them to adopt except to cancel the contracts into which they had entered, and rest contentedly until affairs should assume an aspect more favourable for the carrying out of their intentions—an event, whose arrival the Board regret to say they are compelled to delay recording until some future period.

TEACHERS' SALARIES.

Situated in such close proximity to the City of Saint John as Portland is, and lacking many of the advantages, in point of residence, which the City possesses, it is perhaps not much to be wondered at that the tendency among teachers is to seek employment there in preference. Though the Board have on one or two occasions experienced some trouble and inconvenience from this fact, they have thus far been fortunate enough to secure the services of teachers who compare favourably with those of the City and of other places. At all events the Board have not yet found the evil one of sufficient magnitude to warrant them in applying the only remedy in their power,—i. e. *higher remunerations*. The following is the scale of salaries fixed by the Board, exclusive of Government allowance, and to this scale they have to this time adhered with only one exception, made under somewhat peculiar circumstances:—

1st class male teachers	\$500	per annum,
2nd do	380	do
3rd do	300	do
1st class female teachers	290	do
2nd do	210	do
3rd do	150	do

The salaries paid to the teachers of the High School are somewhat in advance of those paid to first class male teachers, as the duties are more important, and the branches taught much more advanced than in the other schools. In addition to his work as Head Master of that school, Mr. Morrison acts as Superintendent of all the schools, devoting about one half of his time to his duties in that capacity. Whether the same amount should be paid in all cases to teachers holding the same class license, quite irrespective of their professional experience, or the possession of those many, perhaps, minor but still important, qualifications, which form no part in the classification examinations, but which nevertheless exert so powerful an influence in shaping the minds, morals, and manners of children, is a question which has received some discussion by the Board, and upon which there is some diversity of opinion. So far no case has come before them, where either the

superiority of attainments or the amount of experience was so marked as to call for the establishment of any precedent by departing from the general rule. Should such an instance occur, the Board think it a question worthy of much consideration whether, irrespective altogether of class, the possession of eminent qualifications such as those alluded to, has not a clear, recognizable money value to those for whose benefit these qualifications are to be used.

INCOME AND EXPENDITURE.

The amount required by the Board from the Town Council in the year 1872, on all accounts, was \$18,000, while that for the present year amounted to but \$12,428; the first sum in reality covering a period of some eighteen months, while the latter only covers a period of twelve. Of these sums upwards of about \$2,000 of the first amount, and \$8,000 of the last, remained uncollected on the 1st of November last, leaving the Board, in addition to their other difficulties, the inconvenience of a want of means; a condition of things which rendered it necessary for the Board from time to time to negotiate loans with the Government, to the extent in all of \$12,000, in order to enable them to respond to the engagements into which they had entered. Of this sum \$4,000 were returned previous to November 1st, and \$2,000 more have been repaid since.

Appended to this Report will be found a Tabular Statement of Income and Expenditure for the two school years just ended, showing the sources of income and the principal divisions of expenditure. The figures in the statement for 1872 have been audited and found correct; those in the latter are substantially correct, though some unadjusted accounts outstanding may possibly cause some little variation in the amounts.

There will also be found appended to this Report tabular statements of the state of the schools before the present Act came into force, and at the end of each of the two School Terms since. A comparison of the Tables will reveal two facts worthy of notice—*first*, that teachers of a better standing have been engaged, and *second*, that the number of children at school is largely increased. In connection with this latter point, it is only right to advert to the fact, that a large number of Roman Catholic children, formerly attending the public schools, have latterly been withdrawn from them, so that the increase in the number of children attending school is in reality larger by probably two or three hundred than even the tabular statement shows. There are, however, many other improvements on the old state of things which tables cannot exhibit. The school premises have been made comparatively comfortable and convenient where they were before neither the one nor the other; the schools have been graded as well as circumstances would permit, an uniform system of teaching and description of text books have been introduced, and the school rooms have been furnished with convenient furniture. The discipline in most of the schools has been good, in many of them particularly so. Only two cases have arisen calling for suspension, and but a very few instances of complaint either on the part of teachers or scholars, in fact only one that presented any very serious phases, or any difficulties in the way of a speedy adjustment, and one apparently satisfactory to all parties. As to the present state of the schools it may not be amiss to make a few extracts from the Report of our Superintendent, Mr. Morrison, made to the Board at the close of the last Term. He says, after speaking of the number of scholars in the several grades—"The pupils in grades 1 and 2, primary, cannot read beyond the second Royal Reader,

nor work arithmetic beyond subtraction. With these we have adopted the 'look and say' method of teaching to read. From the very first, they are learning to print small words, first from copies set by the teachers on the black boards, and afterwards from dictation. They have also stated lessons on objects, form and colour; and learn the primary steps in arithmetic. Grades 3 and 4 primary take a more extended course of arithmetic, including notation, enumeration, and the application of the four simple rules to practical questions, arising out of the transactions of real life. Oral lessons are continued as in the other grades, with spelling, writing from dictation, and writing abstracts of the lessons read. * * * The progress made by those pupils who are advanced from grade to grade of our schools, is, upon the whole, cheering and satisfactory. Our greatest difficulty is with those who have not had the advantages of systematic graduation, and in bringing up the work which they should have performed in previous stages. * * * When we began to work the free schools in the Town, arithmetic and grammar were presented to the children in so dry, and, I might almost say, repulsive a manner, that but little real progress could be expected. Rules in abundance were committed to memory, but little trouble was taken to show that these rules, which it had cost so much labor to learn, and the operations depending upon them, had any relation to the business of life. A great change in this respect for the better is now seen in all the schools."

The Board do not deem it necessary to occupy further time, having already adverted to all the points on which it is their duty to report. They hope that when next they are called upon to present an account of their acts and proceedings, the material at their disposal will be even better than at present, and show more clearly and decidedly the advantages of the new system, now that many of the difficulties, which stood in the way at its introduction, have been removed. It will be the policy of the Board in the future, as it has been in the past, to expend the funds entrusted to their control under the conviction that the credit and standing of the Town they represent require that they should *always* be economical, but *never* mean; and to administer the law under which they have existence as a Board, with liberality and impartiality to all classes and creeds; being well convinced that while such a course will deserve no laudation from those who are satisfied with the Act and its practical working, it will at least merit no blame or censure from those who regarded its introduction with disfavour, and see in its operation only harshness and oppression.

All of which is respectfully submitted.

T. B. BARKER, *Chairman.*

Portland, December, 1873.

TABULAR STATEMENT No. 1.**STATE OF SCHOOLS WHEN SCHOOL LAW CAME INTO OPERATION.**

No. of Schools.	No of Teachers.		CLASS OF TEACHERS.								No. of Scholars on Register.	Average attendance.
	Male.	Female.	I.		II.		III.		NH.			
			M.	F.	M.	F.	M.	F.	F.			
29	14	15	3	1	10	8	1	5	1	1179	703	

STATE OF SCHOOLS 1ST NOVEMBER 1872.

No. of Schools.	No. of Teachers.		CLASS OF TEACHERS.								No. of Scholars on Register.	Average attendance.
	Male.	Female.	I.		II.		III.		Male, 874			
			M.	F.	M.	F.	M.	F.		Female, 928		
27	15	16	5	6	9	5	1	5	Total, ... 1802		1019	

STATE OF SCHOOLS 1ST NOVEMBER 1873.

No. of Schools.	No. of Teachers.		CLASS OF TEACHERS.								No. of Scholars on Register.	Average attendance.
	Male.	Female.	I.		II.		III.					
31	15	19			M.	F.	M.	F.	M.	F.	Male, 869	1064
					M.	F.	M.	F.	M.	F.	Female, 948	
			7	7	6	9	2	3	Total, .. 1817			

TABULAR STATEMENT No. 2.**STATEMENT OF INCOME TO NOVEMBER 13, 1872.**

From what source derived.								Amount.
Local Assessment,	...	...	...	...	...	...	...	\$2,408 48
County School Fund, (one Term)	...	...	...	...	...	...	...	1,948 87
Debentures sold,	...	...	...	...	...	...	...	3,200 00
Government Loan,	...	...	...	...	...	...	...	10,000 00
Total,								\$17,557 35

STATEMENT OF EXPENDITURE TO NOVEMBER 13, 1873.

On what account.								Amount.
School Furniture,	...	...	...	...	...	...	...	\$1,466 85
Repairs,	...	...	...	...	...	...	...	732 67
New School Building,	...	...	...	...	...	...	...	1,946 80
Fuel,	...	...	...	...	...	...	...	546 36
Attendance,	...	...	...	...	...	...	...	160 52
Incidental Expenses,	...	...	...	...	...	...	...	28 74
Printing, Stationery, &c.	...	...	...	...	...	...	...	262 23
Rents, including Office,	...	...	...	...	...	...	...	1,140 28
Salaries,	...	...	...	...	...	...	...	8,330 75
Salary of Secretary,	...	...	...	...	...	...	...	550 00
Interest,	...	...	...	...	...	...	...	201 00
Insurance,	...	...	...	...	...	...	...	70 48
Total,								\$18,436 68

STATEMENT OF INCOME FROM 1ST NOVEMBER 1872, TO 1ST NOVEMBER 1873.

From what source derived.								Amount.
Local Assessment,	...	...	...	...	...	...	...	\$17,560 97
County School Fund, (two Terms)	...	...	...	...	...	...	...	3,481 63
Debentures sold,	...	...	...	...	...	...	...	4,400 00
Government Loan,	...	...	...	...	...	...	...	2,000 00
Total,								\$27,442 60

Tabular Statement No. 2.—Continued.

STATEMENT OF EXPENDITURE FROM 1ST NOVEMBER 1872, TO 1ST NOVEMBER 1873.

On what account.								Amount.
School Furniture,	...	...	...	...	...	...	...	\$426 27
Repairs,	...	...	...	...	...	...	...	297 69
School site,	...	...	...	...	...	...	...	4,400 00
Fuel,	...	...	...	...	...	...	...	471 11
Attendance,	...	...	...	...	...	...	...	304 18
Incidental Expenses,	...	...	...	...	...	...	...	66 29
Printing, Stationery, &c.	...	...	...	...	...	...	...	30 00
Rents, including Office, ...	...	...	...	...	...	...	...	2,101 00
Salaries,	...	...	...	...	...	...	...	10,003 89
Salary of Secretary,	...	...	...	...	...	...	...	600 00
Interest,	...	...	...	...	...	...	...	456 00
Insurance,	...	...	...	...	...	...	...	74 48
Books for indigent pupils,	...	...	...	...	...	...	...	2 56
Government, on account Loan, ...	...	...	...	...	...	...	...	4,000 00
New School Building,	...	...	...	...	...	...	...	293 25
Petty office expenses,	...	...	...	...	...	...	...	26 58
Total, ...								\$23,553 30

II.—CITY OF FREDERICTON.

A. F. RANDOLPH, Esquire, CHAIRMAN.

J. A. MORRISON, Esq.

THOS. DOWLING, Esq.

G. E. FENETY, Esq.

C. H. B. FISHER, Esq.

Z. R. EVERETT, Esq.

G. F. ATHERTON, Esq.

JULIUS L. INCHES, Esq., Secretary.

To THEODORE H. RAND, Esquire, M. A.

CHIEF SUPERINTENDENT OF EDUCATION.

SIR,—

The Board of School Trustees of Fredericton submit, for the school year ended October 31st, the following Report of the Schools established in this City under the Common Schools Acts of 1871 and 1873. In doing so, the Board are gratified in being able to report the continued improvement of the Schools under their charge; and although it cannot yet be claimed that they are all that could be desired, the Trustees have no hesitation in asserting that a marked improvement has been made, since their last Report, and that the education now imparted to the children of this District will bear favorable comparison with that of a few year's back. In confirmation of this, the following extracts from several reports made to the Board by Mr. Crocket, Principal of the Training School, are given:—

“In making a general observation, I am happy to be able to state that the Schools, more especially the Elementary, are well conducted; and that the pupils are deriving no ordinary advantages from the system of instruction furnished. Each teacher, without exception, seems anxious for the success of his department; and while some exhibit more skill and greater aptitude than others, all are laboring earnestly to the best of their ability. The course of instruction prescribed by the Board is, so far as circumstances will permit, in most cases, carried out, though in a few instances not very intelligently. In the cases where the requirements of the curriculum were exceeded, it was urged in excuse, that the pupils had purchased text books, and had been classified before the Board had announced the subjects of the different grades.”—Oct. 22, 1872.

“I am happy to be able to state that the Term just closed has been marked generally, by considerable improvement in all matters relating to their (the Schools) internal management; that the teachers, without exception, appear to have labored assiduously, and most of them intelligently, and to good purpose.” * * *

“The character of the teaching (in the Collegiate School) is eminently calculated to create and keep alive an interest in the subject of study, and to stimulate and strengthen the mind. The thorough drill to which each class is subjected cannot but produce accurate scholarship, while the encouragement held out to each pupil to express his views on the various points involved in the lesson, must lead to independent thinking. I listened one day to the reading of an English class, and spent one afternoon in hearing two Latin classes go through their exercises, one by Mr. Parkin and the other by Mr. Bridges; and the whole exercises in themselves gave evidence of careful training. It was manifest that a high and sound tone of feeling

and opinion pervaded the whole school, producing manliness of character, and enabling the teachers to combine ample liberty with excellent order and discipline.

"Mr. Creed's department. * * * I spent one afternoon in this department, and witnessed exercises in reading, grammar, and arithmetic. These were of a very elementary character for a high school, but were necessitated by the limited attainments of the pupils when they entered,—only six month's ago. From the manner in which Mr. Creed conducted the classes, it was evident he was master of his work. The incorrect answers of the pupils were very skilfully handled, and made the means of imparting much information, and what is of more importance, calling forth no little mental effort. From what I witnessed that afternoon, and on several other occasions when I visited the school, I hesitate not to say that the mode of teaching pursued in this department is based upon sound principles, and must result in the substantial interests of the pupils."—*April 30, 1873.*

"I am happy in being able to record improvement in several important particulars, viz. the character of the instruction, the discipline, and attendance of the pupils.

"The improvement in the mode of imparting instruction is more evident in the elementary than in the advanced departments. Most of the teachers in the elementary grades adapt their instructions to the nature of their young charge. They have abandoned those abstract subjects, or at least those abstract modes of dealing with them, which tend only to perplex the child, and to give him a distaste for school work. He is required to deal only with such subjects as are within the range of his sympathies, and is led on step by step, to find out for himself those things which, if merely communicated to him, would neither exercise his intelligence nor awaken his curiosity. The generally increased interest in these grades is very perceptible. An improvement in this respect is also discernible in the advanced departments; but the methods too frequently employed still partake more of a mechanical than an intellectual character. It is true that much mechanical drill is required in such schools, but appeals to the reasoning faculties, especially at the period when they begin to manifest themselves, is too important a matter to be entirely overlooked, as is the case in two or three instances. The teachers however, with scarcely an exception, exert their best efforts to promote the interests of their pupils.

"With respect to the discipline, I am satisfied that order is maintained by very mild means. In some of the schools order naturally arises out of the very condition of the schools; the activities of the children, instead of being regarded as a trouble and a pest, and as such to be repressed, are encouraged and properly directed. There is in all the schools, so far as I know, an absence of that harsh and unjustifiable treatment which too long characterized school discipline. The number of pupils registered is larger than formerly, the whole number on the Registers is 1022, thus giving an average of forty six pupils to each Teacher."—*Oct. 1873.*

The Trustees have had considerable difficulty in the proper grading of the pupils, many of whom being very deficient in some one or more branches, while their attainments in some subjects, and their age, would seem to warrant their being placed in a higher grade. This difficulty will disappear as the pupils are more thoroughly trained in all the departments.

The half-yearly examinations have had a good effect on the several schools, an increasing interest being manifest, not only on the part of the pupils, but also by the public. With a view of comparing the different schools in the

same grade, and giving the public an opportunity of witnessing the examinations, all the schools were assembled in the Exhibition Palace immediately before the Summer Vacation, it being the only building large enough to accommodate all at the same time. The result was highly satisfactory. About seven hundred pupils were present, and many hundreds of the people, who seemed much interested in the exercises. It is to be regretted that the Board have not yet been in a position to offer prizes to deserving pupils, but it is probable a few prizes may be awarded at the next Summer examination.

The defective state of the school accommodation in some parts of the District has given the Board much anxiety, particularly at Morrison's Mills, and the upper end of the City. The small school house near Morrison's Mills would only accommodate one half the children, the other half had been removed into four different rooms furnished by Mr. Morrison or Mr. Estey, without any charge, but all quite unsuitable for school purposes, and these could not be given longer. The Board therefore determined to put up a building large enough to accommodate all the children, without incurring any unnecessary expense. A contract for such a building was made with Mr. Alexander Mitchell, for one thousand dollars; and the Board is gratified in being able to state that Mr. Mitchell completed his contract in every way satisfactorily. A small additional expense was incurred for out-buildings, &c. The building is now occupied by two schools with about eighty pupils.

The other district in which most inconvenience has been felt from want of suitable buildings is the upper portion of the City. The Orange Hall was the only building that could be got, and it has proved quite unfit for so large a number of children. The large Hall was divided by a board partition, which did not prevent the noise of one department disturbing the pupils in the other. The other room on the upper flat is of a very objectionable shape, being long and narrow, with windows in one end only. The ground flat is quite as bad, the children attending the second department having to pass through the first, rendering it very difficult to maintain order. The only yard that could be got was a portion of the adjoining lot, merely sufficient for out-buildings, the streets being the only play-ground for the children, which caused great annoyance to those living near, and rendered it impossible for the teachers to give the children that care and supervision during recess, that is necessary for the proper discipline of the schools. The Board felt the absolute necessity of providing better accommodation, and at one time intended purchasing ground and erecting a building, plans of which were prepared; but the expense—estimated at about twelve thousand dollars,—deterred the Board from proceeding any further, and it was concluded more prudent to delay until it could be ascertained whether or not the Baptist Seminary could be purchased. During the past summer the Board learned that the Seminary was for sale, and offered five thousand dollars for it, payable in Debentures at par. This offer has been accepted, thereby relieving the Board from any further anxiety on this subject, as the Seminary is most eligibly situated in the middle of a large lot, affording ample room for play-grounds and out-buildings.

The building will require considerable alterations in its internal arrangements, the cost of which will be about one thousand dollars. It will then have six good rooms capable of seating about three hundred and fifty pupils, nearly one hundred and fifty more than the Orange Hall. By this arrangement ample room is provided for all the children at present demanding admittance without increasing the annual expenditure much beyond what it has been heretofore, as the following estimate will show:—

Yearly rent of the Orange Hall,	\$250 00
Do. Yard,	15 00
Yearly expense of Out-buildings,	20 00
	<hr/>
	\$285 00
Cost of Seminary,	\$5,000 00
Cost of alterations,	1,000 00
	<hr/>
	\$6,000 00 at 6 per cent. \$360 00
	<hr/>
Additional cost per annum,	\$75 00
	<hr/>

From this a deduction might fairly be made for rent of the dwelling apartments underneath the school, which will probably be occupied by the Janitor and taken into account in fixing his salary; but this may be allowed to go as a set off to any extra expenditure that may be incurred. The sanitary advantages in favour of the Seminary are so great that the Board do not consider it necessary to do more than allude to them.

The Board is of opinion that the purchasing of the Seminary on the terms stated above is very advantageous to the City. The price asked for the Seminary in the first instance was two thousand dollars more, but in consideration of the liberal assistance formerly given to it by the citizens of Fredericton, and the strong desire on the part of the owners that it should still be used for educational purposes, they, in the most liberal spirit, accepted the offer of the Board.

There now remains but one small district within the jurisdiction of this Board which requires a school building, that is the lower end of the Parish adjoining Sunbury. It was the intention of the Board to erect a building there last year, but as a proposition was made to unite this district with the adjoining one in Sunbury, so that one school would do for both districts, the intention of the Board was not carried out. As there is no prospect of the union taking place, (all negotiations for that purpose having failed), it will be necessary to provide a small inexpensive building, which will probably be done next summer.

The Board cannot allow the present opportunity to pass without remarking upon the excellent school-houses provided for the children of this City, although they are not without defects, nor are they such as the Board would have built. They have many advantages, and have been procured at a comparatively small cost. The arrangement made with the Senate of the University for the High School is altogether in favor of the City, and most liberal on the part of the Senate. The same remarks will apply to the arrangements made with the Board of Education for the Model School. The Park Barracks has only cost the City the expense of alterations, and will be good for many years. The Seminary and the new building at Morrison's Mills have already been referred to. Attached to all these buildings are large play-grounds, and suitable out-buildings. The school houses are also well located and convenient for most of the children.

Accompanying this Report are Tabular Statements of the Schools, and also of Income and Expenditure.

All of which is respectfully submitted.

By order of the Board of School Trustees.

JULIUS L. INCHES, *Secretary.*

Fredericton, December, 1873.

TABULAR STATEMENT A.

*Statement of the Receipts and Expenditures of the Board of School Trustees of Frederic-
ton, from February 1, 1873, to December 31st, 1873.*

RECEIPTS.

By Balance from former Account,	\$330 37	
Debentures sold,	890 88	
City Taxes,	9000 00	
County Fund,	1079 71	
Tuition Fees, (non-resident pupils),	23 33	
		\$11,324 29

EXPENDITURES.

To Buildings,—			
Park Barracks,	\$128 41		
Collegiate and Old Grammar,	150 04		
Orange Hall,	8 71		
Doak Settlement,	3 60		
Morrison's Mills,	155 40		
Do. New Building,	1040 00		
		\$1,486 16	
Furniture and furnishing, ... ..	...	89 06	
School Apparatus, ... ..	...	55 04	
Total Expenditure on Permanent Acc't.	...	\$1,630 26	
Fuel,	\$684 83		
School Contingencies,	161 38		
Office do.	3 63		
Books for indigent pupils,	7 80		
Secretary's salary,	375 00		
Janitors,	682 03		
Rents,	451 50		
Teachers' salaries,	5045 13		
Interest,	18 00		
Printing,	12 90		
Insurance,	15 00		
City Auditors,	40 00		
Legal expenses,	51 50		
Total Expenditure on Current Acc't.	...	7,548 70	
			9,178 96
BALANCE Cash on hand, ... ..	...	...	\$2,145 33

TABULAR STATEMENT B.*From November 1st, 1872, to April 30th, 1873.*

Designation of School.	TEACHER.	Rate of annual salary from Trustees.	No. of Boys.	No. of Girls.	Total Pupils.	Average attendance.
Collegiate,	G. R. Parkin,	\$350	53	...	53	40
	H. S. Bridges,	250				
	H. C. Creed,	750				
	L. J. Gregory,	390				
	F. P. Rivet,	250				
Park Barracks,	W. P. Hayes,	200	28	20	48	19
	L. Pickard,	200	29	18	47	28.65
	J. Peters,	200	24	19	43	21
	M. N. Jacob,	200	28	28	56	39.47
	J. Moore,	400	31	20	51	32
	A. L. Wheeler,	200	6	18	24	15.86
	J. L. M'Innis,	600	16	23	39	26.61
	S. E. Bruce,	200	43	41	84	45
Orange Hall,	A. N. Atherton,	200	38	34	72	45.62
	A. M. Clark,	200	18	29	47	34
	E. R. Scovil,	200	11	16	27	20
	E. S. Miller,	350	26	19	45	31.16
	H. C. Magee,	200	18	10	28	11.21
Old Grammar, Model,	E. Minard,	110	20	15	35	24.08
	C. H. Tweedie,	110	21	19	40	25
Morrison's Mill,	L. M'Kay,	150	23	26	49	25
Estey's Mill,	A. Perkins,	350	25	14	39	23
Wisely,	H. Clayton,	200	8	16	24	17.41
Doak Settlement,	L. N. Coy,	200	17	10	27	14.94
			527	490	*1017	607.69

* Less 59 pupils attending Mr. Rivet's classes, whose names are on other Registers,—
equal to 958 pupils in all.

Tabular Statement B.—Continued.*From May 1st, 1873, to October 31st, 1873.*

Designation of School.	TEACHER.	Rate of annual salary from Trustees.	No. of Boys.	No. of Girls.	Total Pupils.	Average attendance.
Collegiate,	G. R. Parkin,	\$350	52	...	52	35.50
	H. S. Bridges,	250				
	L. J. Gregory,	390				
	H. C. Creed,	750				
	F. P. Rivet,	250				
Park Barracks,	H. C. Magee,	200	50	41	91	48.75
	L. Pickard,	200	36	22	58	38.80
	J. Peters,	200	37	13	50	25
	M. N. Jacob,	200	26	34	60	38.59
	J. Moore,	400	28	9	37	25
	A. L. Wheeler,	200	2	26	28	18.60
	J. L. M'Innis,	600	18	21	39	24.62
	S. C. Bruce and } L. A. Hartt, }	200	52	56	108	57.13
Orange Hall,	A. N. Atherton,	200	38	32	70	38.91
	A. M. Clark,	200	28	24	52	31
	E. N. Scovil,	200	12	23	35	24
	E. S. Miller,	350	24	16	40	25
	E. Minard,	110	26	16	42	35.07
Model,	C. H. Tweedie,	110	22	19	41	33.50
Morrison's Mills,	L. M'Kay,	200	24	28	52	28
	C. A. Yandall,	380	13	17	30	17
Doak Settlement, Wisely's,	L. Coy,	200	22	15	37	13.83
	H. Clayton,	200	9	13	22	13.51
			549	527	*1076	620.11

* Less 54 pupils attending Mr. Rivet's classes, whose names are on other Registers,—equal to 1022 pupils in all.

STANDING COMMITTEES.**Of Audit.**

Z. R. EVERETT, Esq.

C. H. B. FISHER, Esq.

Of School Supervision.FOR SECTION 1, *below Saint John Street.*

J. A. MORRISON, Esq.

Z. R. EVERETT, Esq.

FOR SECTION 2, *between Saint John and York Streets.*

G. E. FENETT, Esq.

THOS. DOWLING, Esq.

C. H. B. FISHER, Esq.

FOR SECTION 3, *above York Street.*

A. F. RANDOLPH, Esq.

G. F. ATHERTON, Esq.

III.—TOWN OF WOODSTOCK.

L. P. FISHER, Esquire, CHAIRMAN.

DAVID MUNROE, Esq.

SAMUEL WATTS, Esq.

G. W. VANWART, Esq.

JAMES DRYSDALE, Esq.

A. J. SMALL, Esq.

J. C. WINSLOW, Esq.

W. F. DIBBLEE, Esq., Secretary.

To THEODORE H. RAND, Esquire, M. A.

CHIEF SUPERINTENDENT OF EDUCATION.

SIR,—

The Board of School Trustees for the Town of Woodstock beg leave to submit the following Report of their proceedings for the year 1873, under the Common Schools Act 1871 :—

They have had the present year seven Schools in operation in the Town under their jurisdiction, *i. e.* five Primary, one Advanced, and the Grammar School. The number of pupils on the Registers of these Schools is 374, with a daily attendance of 211; or about fifty one per cent. of the pupils enrolled on the Registers was in daily attendance.

The grading of the Schools is not as perfect as it should be, owing to the fact that the Schools are at present located in different parts of the Town, and a great deal of difficulty arises with both parents and pupils in changing the scholars to any other school than the one nearest them; but this difficulty will be obviated when we have the schools principally in one building. This the Trustees hope to accomplish before the end of another school year.

In last year's Report the Trustees informed you that they had purchased the building known as the Presbyterian College, with the lands attached. The land is 142½ rods in extent, or a little over three fourths of an acre.

The Trustees have entered into a contract with William Craig & Sons, of Woodstock, to finish the College building, which is to be completed by the first day of September next. When finished, there will be ample accommodation for from three to four hundred scholars, as there will be nine school-rooms, with cloak-rooms attached to each.

The Trustees are in negotiation for a lot of land on the south side of the Maduxnakik, and which they hope to obtain, for the erection of a Primary school house, as they consider the distance from the southern end of the Town to the College too far for small children to attend school.

The Income and Expenditure of the Board of Trustees for the year are as follows :—

RECEIPTS.

To Cash on hand,	\$140 57
Amount from Assessment, 1872,	1388 00
County School Fund, Winter Term,	386 27
Do. do. Summer Term,	342 84
Amount from Assessment, 1873,	1370 00
Rent of College dwelling,	50 00
Tuition fees, pupils outside Districts,	13 16

Carried forward, \$3,690 84

Brought forward, . \$3,690 84

EXPENDITURE.

By Paid Insurance,	\$36 87
Paid Interest on Debentures,	66 00
Debenture and Interest paid,	608 50
Rents,	128 51
Pump for Well at College,	17 85
Furniture,	22 29
Repairs,	29 07
Wood and carting,	148 97
Teachers' Salaries,	1049 44
Secretary's Salary, half year,	50 00
Craig, on acceptance of contract,	600 00
Repairs on College cellar,	25 20
Incidentals,	67 35
	<u>\$2,850 05</u>
Balance on hand,	<u>\$840 79</u>

DEBENTURE ACCOUNT.

When issued.	Amount.	DEBENTURES.	When due.
July 15, 1872.	\$200 00	Favor of C. G. Glass,	15th July, 1887.
" "	1000 00	" "	" "
" "	1000 00	" "	" "

The above Debentures were given in payment for the College Building and grounds.

Respectfully submitted.

By order of the Board.

W. F. DIBBLEE, *Secretary.*

Woodstock, December 17th, 1873.

IV.—CITY OF SAINT JOHN.

BOARD OF SCHOOL TRUSTEES.

1872.

WM. H. A. KEANS, Esquire, Chairman.

JOHN BOYD, Esquire,

CHAS. A. EVERETT, Esquire,

ALEXANDER LOCKHART, Esquire,

A. CHIPMAN SMITH, Esquire,

THOS. FURLONG, Esquire, (resigned)

JOHN V. ELLIS, Esquire,

ZEBEDEE RING, Esquire.

JOHN MARCH, Secretary.

JOHN BENNET, Ph. D., City Superintendent.

1873.

WM. H. A. KEANS, Esq. Chairman, (resigned.)

CHAS. A. EVERETT, Esquire, Chairman.

JOHN BOYD, Esquire,

CHAS. H. FAIRWEATHER, Esquire,

ALEXANDER LOCKHART, Esquire,

A. CHIPMAN SMITH, Esquire,

JOHN V. ELLIS, Esquire,

ZEBEDEE RING, Esquire.

JOHN MARCH, Secretary.

JOHN BENNET, Ph. D., City Superintendent.

STANDING COMMITTEES.

On Rules and Regulations.

CHAIRMAN, Messrs. ELLIS, FAIRWEATHER.

On Accounts.

Messrs. LOCKHART, SMITH, BOYD.

On Real Estate and School Buildings.

CHAIRMAN, Messrs. LOCKHART, RING, ELLIS, SMITH.

On Teachers and Salaries.

CHAIRMAN, Messrs. BOYD, RING, ELLIS, SMITH.

On Contingencies.

Mr. FAIRWEATHER, CHAIRMAN, Mr. SMITH.

BYE-LAWS

Of the Board of School Trustees of Saint John.

ORGANIZATION OF THE BOARD.

SECTION 1.—The Board of School Trustees of the City of Saint John is constituted by the 58th Section of "The Common Schools Act 1871," and is composed of seven members, three of whom, including the Chairman, are appointed by the Governor in Council, and four by the Common Council of the City. Four members of the Board constitute a quorum. In the absence of the Chairman, the Board is authorized to appoint a Chairman temporarily.

SECTION 2.—The Board is authorized by Law to appoint a Secretary, at a salary not exceeding \$1,000 a year. The Secretary shall be elected by written ballot, and shall hold office during the pleasure of the Board.

SECTION 3.—At the first regular meeting in each year, the Board shall elect, *viva voce*, the following Standing Committees :—

- (1). On Rules and Regulations.
- (2). On Accounts.
- (3). On Real Estate and School-buildings.
- (4). On Teachers and Salaries.
- (5). On Contingencies.

The Member first named on a Committee shall be the Chairman, unless otherwise agreed upon by the Committee.

SECTION 4.—The Board shall hold its regular meetings on the second Tuesday of each month, at three o'clock, P. M. Special meetings may be called by the Chairman, whenever he shall deem it necessary, or whenever three members of the Board shall request him to do so. Printed or written notice of each meeting must be sent to the members.

SECTION 5.—The Board shall, at its regular meeting in October, or at a special meeting to be held in that month, appoint the Teachers for the coming year; and shall, from time to time, fill such vacancies as may occur, or direct the Committee on Teachers to do so.

DUTIES OF CHAIRMAN.

SECTION 1.—The Chairman shall call the Board to order at the hour appointed for meeting, and cause the records of the last meeting to be read as soon as a quorum is present. Business shall proceed in the following order, unless the Board otherwise direct :—

- (1). Unfinished business of preceding meetings.
- (2). Reading of communications and action thereon.
- (3). Reports of Committees.
- (4). Motions, Orders, Resolutions, Petitions, &c.

SECTION 2.—The Chairman shall preserve order in the meetings, and he shall decide all questions of order, subject to an appeal to the Board by any member, which appeal shall be decided forthwith; he may speak on points of order in preference to other members.

SECTION 3.—The Chairman shall name the member entitled to the floor when two or more claim it.

SECTION 4.—The Chairman shall state to the Board, in their order, all motions when seconded, and they shall be acted upon, unless withdrawn by the mover previous to an amendment. He shall also declare the result of each vote.

SECTION 5.—The Chairman shall consider a motion to adjourn always in order, except when a member has the floor, or a question has been put and not decided.

SECTION 6.—All Special Committees shall be nominated by the Chairman, unless otherwise ordered by the Board.

SECTION 7.—Members shall always address the Chairman when introducing a resolution or other matters, and shall avoid personalities and other interruptions. All motions shall be seconded before discussion, and the Chairman may require any motion to be put in writing.

SECTION 8.—The action of the Board on any question may be reconsidered, at the same meeting, by a majority of the members present; but, at a subsequent meeting, a majority of the whole Board shall be required.

SECTION 9.—Every member present shall vote, unless excused by the Board.

SECTION 10.—If objection to the reading of any paper is made it shall be decided by the vote of the Board.

SECTION 11.—The Chairman shall deposit in the Bank designated by the Board all School moneys which shall come into his hands, and he shall draw checks, countersigned by the Secretary, for the payment of all bills approved by the Committee on Accounts, or ordered by the Board.

STANDING COMMITTEES.

SECTION 1.—The Committee on Rules and Regulations shall take into careful consideration every proposition to repeal or to amend any Rule or Regulation which is referred to them by the Board, and shall report in writing, stating their reasons for or against the proposed alteration, and no such proposition shall be acted upon by the Board until after it has been referred to this or some other Committee and reported on.

SECTION 2.—The Accounts Committee shall have a general supervision of the Finances of the Board. They shall audit all Bills presented for payment, and no account shall be paid without the sanction of the Committee, or of the Board; and they shall annually submit to the Board, at its regular or at a special meeting in March, an estimate of the amount required for school services for the year.

SECTION 3.—The Committee on School-houses and Real Estate shall have charge of all Real Estate and School buildings which may be owned or leased by the Board. They shall consider all propositions for the erection of new buildings, or the alteration or repairs of old buildings, warming and ventilating of School-houses, and generally all matters connected with School-buildings, and shall report in writing to the Board.

SECTION 4.—Should a necessity arise for the appointment of a Teacher during the recess of the Board, it shall be the duty of the Committee on Teachers and Salaries to make the appointment, which is, however, to be subject to the approval of the Board. All applications from persons desiring to be appointed teachers shall be referred to the Committee for their consideration, and the Committee shall, under the general direction of the Board, distribute the several Teachers through the Schools, and discharge such duties in this connection as the Board may direct. All salaries shall remain as fixed by the Board, but the Committee may, at any time, make such recommendations respecting the salaries of particular Teachers as, in their judgment, the good of the public service may demand.

SECTION 5.—The Committee on Contingencies shall consider and report upon every proposition requiring the expenditure of money, except it be for salaries, before it is finally acted upon by the Board. They shall have power to authorize the purchase of all stationery, blanks, record books, and diplomas, all authorized books of reference, globes, maps, charts, and other articles or conveniences required by the Board, its officers, or the public Schools.

THE SECRETARY.

SECTION 1.—The Secretary shall keep a permanent record-book, in which shall be recorded the proceedings of the Board, all business transacted, and all votes and orders adopted, and he shall have charge of all the documents, papers and files of the Board. He shall keep accounts of all the receipts and expenditures of the Board in suitable books, which shall always be open to the inspection of its members.

SECTION 2.—The Secretary shall notify all regular and special meetings of the Board, the members of any standing or special Committee of their appointment, when requested to do so, and the Chairman of any special Committee appointed of its purpose and the names of its members, and shall give such other notices as the Board may require. He shall transmit to members of the Board, Committees, Teachers, or other persons to whom they properly belong, or who should properly receive them, copies of votes, resolutions, or documents.

SECTION 3.—The Secretary shall prepare the Reports of the Board, and generally shall perform such other duties in connection with his office as the Board may require of him.

THE SUPERINTENDENT.

SECTION 1.—The Board may appoint a Superintendent, who shall devote himself to the study of the public School system, and keep himself acquainted with the progress of discipline in other places, in order to suggest appropriate means for the advancement of the public schools in this City; and see that the regulations of the Board, in regard to the schools, are carried into full effect.

SECTION 2.—He shall visit each school as often as his other duties will permit, that he may obtain, as far as practicable, a personal knowledge of the condition of all the schools. He shall examine the pupils of the several departments from time to time, to ascertain their progress, and previous to the close of each term, he shall grade such pupils as may be prepared for advancement to a higher department. He may during a term advance any pupils who may be properly qualified. He shall advise the teachers on the best methods of instruction and discipline, and, to promote this object, he shall hold such meetings of the teachers as are required under Regulation 23 of the Board of Education. He shall render such aid, in connection with his office, and communicate such information to the Board and its various Committees as they may require of him.

SECTION 3.—At the close of each semi-annual School term, the Superintendent shall present to the Board a Report, giving an account of the schools he has visited, and the other duties he has performed, together with such facts and suggestions relating to the condition of the schools, and the increase of their efficiency and usefulness, as he may deem advisable.

REPORT

Of the Board of School Trustees of Saint John.

1872--73.

TO THE CHIEF SUPERINTENDENT
OF EDUCATION.

SIR,—We, the Board of School Trustees of the City of Saint John, have much pleasure in presenting to the Provincial Board of Education, the accompanying Reports of our Secretary and Superintendent,* which cover the whole of the period since the organization of this Board.

GENERAL STATISTICS.

We would particularly call your attention to the Accounts and Statistics, as furnished in the Secretary's Report.

In glancing over the School Reports of other Cities, and comparing their expenditure with ours, we are convinced that equal results have not been reached anywhere, at less expense, and that, therefore, we cannot be fairly charged with an extravagant expenditure of the School Funds placed in our hands.

It appears by the Boston School Report for 1872, that the rate per scholar for that year was for tuition alone \$23.83. Adding the incidental expenses, the total rate per scholar amounted to \$33.57.

GRADING OF PUPILS.

One of the most serious difficulties which met the Board at the outset of its operations, was the placing of the scholars in the grades to which they had most nearly attained. Many of the pupils had reached a high grade in several branches of study, but were sadly deficient in others, and none had been so evenly trained as to fully qualify them for any one of the eleven grades into which our Schools had been divided. The Board, through its officers, did the best that was possible under the circumstances, leaving it for the Teachers to bring the pupils to the requisite standard. Our efforts have been reasonably successful, and, as a consequence, the Schools are assuming the character so much desired by the Board.

THE SUPERINTENDENT.

At the commencement of our operations we thought it possible that the Secretary, assisted by a number of our Teachers, would be able to attend to the grading of the pupils, but our early experience taught us that this could not be accomplished with any degree of satisfaction. Indeed, the services required in the office, and in outdoor business, was sufficient to engage the whole time and attention of the Secretary, even beyond the hours of labor required of him by the Board.

To enable the Board to deal fairly with all the pupils, and to advance them as rapidly as the proficiency attained by each would warrant, we concluded to appoint a Superintendent, who would devote his whole time to

* Want of space precludes the publication herewith of the Superintendent's Report.—T. H. R.

the Schools, in the work of examination and grading, and who should also acquaint himself with the qualifications of the Teachers, and make such reports to the Board as would enable us at all times to gain a clear insight into the condition of each School, and the progress of the pupils. The results have been satisfactory.

PUBLIC EXAMINATIONS.

In accordance with the requirements of the Board of Education, we have held two public examinations of the Schools in each year since our organization. The first and second examinations were not as satisfactory as we could have desired, owing to the fact that it was quite impossible for the members or officers of the Board to spend many minutes of the brief day, in the seventy five schools scattered over the City on both sides of the harbor, and the public failed to attend in such numbers as to make it interesting to either teachers or pupils. An application having been made by this Board to the Provincial Board of Education, we were authorized to change the time for holding the Examinations, and to spread it over a more lengthy period. Acting under this authority, the Spring Examinations for 1873, were held in the Hall of the Mechanics' Institute, and a whole week devoted to the work. Large numbers of the citizens were present, and the results were quite satisfactory. The Autumn Examinations took place just prior to the winter holidays. These examinations were held in the school rooms, and occupied one week's time. For convenience, the Schools were divided into groups, to each of which a day was set apart. On the invitation of the Board, a large number of educated gentlemen undertook to attend certain schools allotted to them, to give careful attention to the examination, and to report in writing the impressions which they had formed, whether favorable or unfavorable. The members of the Board undertook to visit all the schools and spend a short time in each. The reports which have been furnished by the special examiners are exceedingly favorable, and the Board was much pleased with these examinations.

SCHOOL BUILDINGS.

We need but refer to the report of the Secretary to satisfy your Board and our citizens that one of the greatest difficulties with which we have had to contend is the want of suitable school houses. To meet the pressing necessities of the time, we were compelled to expend a considerable amount of money in utilizing such buildings and rooms as we could secure in any part of the City.

In order to place ourselves in a position to do better for the pupils entrusted to our care and to procure for them more commodious and healthy rooms, we took the earliest opportunity which our means would allow, to purchase suitable grounds in central positions, with a view to the early erection of buildings. That one or more of those buildings are not already under contract is due to our inability to realize funds by the sale of debentures, excepting at such discounts as we do not feel warranted in accepting. We hope, however, that before the period for our next annual report, we shall have at least one building in a forward state.

CLOSING REMARKS.

There are many interesting topics to which we would fain draw attention, but as the Reports of our Officers are necessarily so lengthy, we would close

by expressing the hope that the work upon which we have entered, and which we trust and believe is giving much satisfaction to parents and pupils, will be allowed to continue and improve, until the City of Saint John shall be proud to compare her Schools and School system with any of the most favored Cities in either of the hemispheres.

Respectfully submitted.

CHAS. A. EVERETT, CHAIRMAN.

JOHN BOYD,

H. FAIRWEATHER,

ALEX. LOCKHART,

A. CHIPMAN SMITH,

JOHN V. ELLIS,

Z. RING.

Ritchie's Building, St. John, 1st January, 1874.

SECRETARY'S REPORT.

To the Board of School Trustees of the City of Saint John,

GENTLEMEN,—In compliance with an order passed at a meeting of your Board on the second day of December, 1873, it affords me much gratification to lay before you for the information of the Honorable Board of Education and the Citizens of Saint John, a brief review of the operations of the Board of School Trustees and its Officers in carrying out the system of Education in the Public Schools of the City of Saint John, introduced by the Act of Assembly, 34 Victoria, cap. 21, entitled "An Act relating to Common Schools," and carried forward under its provisions and those of an Act passed in amendment thereof, 36 Victoria, cap. 12.

ORGANIZATION.

In accordance with section 58 (2) of the first named Act authorizing the establishment of a Board of Trustees to consist of seven members, of whom the Governor in Council should appoint three, and the Common Council of the City of Saint John four, the *Royal Gazette* of the 6th September, 1871, contained an announcement signed by George L. Hatheway, Provincial Secretary, by command of the Lieutenant Governor, of the appointment of William H. A. Keans, John Boyd, and Charles A. Everett, Esquires, to be members of the Board of School Trustees for the City of Saint John: William H. A. Keans, Esquire, to be Chairman of the Board; and on the seventh day of October following, the Common Council of the City of Saint John appointed Alexander Lockhart, A. Chipman Smith, Thomas Furlong, and John V. Ellis, Esquires, to fill the remaining seats at the Board.

On 30th October, 1871, these gentlemen assembled in the Office of W. H. A. Keans, Esquire, Ritchie's Building, Princess Street, and being duly organized under the Act, proceeded to the consideration of the business for which they were appointed. It was decided to secure two rooms in Ritchie's Building, then vacant, for Board Room and Office, and to furnish and open the same without delay. They appointed as their Secretary Mr. John March, and named Committees to furnish the Office, provide a suitable Seal for the use of the

Board, and draft Bye-Laws. They also instructed the Secretary, as soon as he should enter upon his duties, to extend, by advertisement in the City public journals, an invitation to all Teachers in the School District, to forward to him their names, certificated Class, location of Schools, numbers of Pupils, and any other information likely to be of service to the Board in prosecuting their work. They were also requested to inform the Board whether they were desirous of placing themselves and their schools under the control of the Board of Trustees within the provisions of the Act.

PREPARATORY WORK.

The Secretary immediately entered upon his duties, and in response to the advertisement just named, received letters from about fifty City Teachers, who were anxious to avail themselves of the provisions of the new School Act, besides applications for placing a number of existing denominational schools under the control of the Board. The number of pupils stated as being registered in all these schools was 2,558, including those known as Roman Catholic, on both sides of the harbour. The letters received also gave information as to the size of the school-rooms, the number of desks and seats, and the quantity and kind of apparatus in use.

The information thus gleaned was by no means of a satisfactory character, and after a number of meetings, at which the letters were subjected to a thorough sifting, the necessity became evident for the Board to obtain a more accurate acquaintance with the real condition of the existing schools, so far as concerned accommodation and appliances for carrying on the work entrusted to their care, by a personal visitation of all those schools whose teachers or controllers had expressed a willingness to place them under the operation of the new law. Meanwhile the Chief Superintendent of Education had personally laid before the Board his views with regard to the best methods to be pursued in preparing for the opening of schools under the Act early in the month of January, 1872.

Taking the returns of the number of pupils attending the Parish Schools during the previous year, and adding thereto that of pupils in private schools, which would probably take advantage of the new order of things, and allowing a margin for a large number of children who previously had been prevented, from various causes, from attending school, it appeared necessary that the Board should provide accommodation for about five thousand pupils. The large majority of these, the Board decided would have to be gathered into primary or elementary schools, so distributed as to meet the wants of the population. A less number of buildings would be required for pupils in more advanced stages of education, and one or more central buildings for those fitted to pursue the still higher English and Classical branches. This arrangement it was believed would afford ample scope for working up a perfect system of graded schools—the Primary Schools covering a course to be pursued during four years, the Advanced Schools one of a like period, and the High or Grammar School, one of three years—each grade being so arranged as to be readily passed over in one year.

This basis was adopted as that most likely to produce the best results, and with a view to secure the use of as many of the existing school buildings as should prove suitable to the carrying out of the plan, the members of the Board proceeded to visit the existing schools.

CONDITION OF EXISTING SCHOOL BUILDINGS.

Much had been said and written upon the want of appropriate buildings for school purposes in the City of Saint John, but few, even among those w

were best acquainted with the condition of the schools, could have formed the faintest idea of the character of many of the buildings, and the utter absence of every thing tending to the comfort and welfare of the children, which was brought to light by the visits of the Board at this time, and your Secretary believes that a brief reference to the situation and condition of the then existing school premises will clearly exhibit what has been done by the Board of School Trustees to meet the wants of the youth of the community while receiving that training intended to fit them for the active duties of life.

Those who had interested themselves in the matter of providing better school accommodation, and whose letters in the public journals from time to time drew the attention of the people to the subject, built their arguments for improvement upon the appearance and condition of the more public and best known buildings, such as the Grammar School, the High School, the Madras School, the Varley School, the Schools of the Christian Brothers and Sisters of Charity, the Ragged School, and those others held either in the basements of churches or in buildings connected with church edifices. But these were in reality splendid palaces of comfort, and even luxury, compared with the many hovels and dens where the tender plants of society were confined, and dwarfed, and killed, under the guise of fostering their growth and developing their mental strength and beauty. Take as examples the following, drawn from the Secretary's Report of 24th November, 1871:—

"Turning off from a main street, your Secretary led the members of the Board down an alley to a covered stairway on the outside of a brick building, and ascending, entered a room scrupulously clean, although required to do duty as parlour, kitchen and bedroom. Inquiring for the school, we were piloted up another flight of narrow, crooked stairs, into a room 42 feet long, 14 feet wide, and 8 feet high, lighted by windows on the north and west. Along these walls ran a line of desks and forms accommodating 24 pupils, and across from north to south were placed in rows 16 benches, so close together that it seemed impossible to move between them. On the south side of the room was a large, old-fashioned Franklin stove, the heat from which combined with the poisoned air from *ninety-eight pairs of youthful lungs*, whose owners were literally packed like sardines in a box, rendered the atmosphere almost stifling. The benches were unprovided with backs or support of any kind, and their height from the floor in no way corresponded to the size of the pupils using them. The register shewed a possibility of 125 children being present on any day, and the average attendance was seldom less than 100, yet the area of the room only provided about 47 cubic feet of air for each child, and this was rendered still more noxious by the odours from the kitchen, which were freely wafted up the open stairway, from the effluvia of a badly kept water-closet and the pestilent vapours from stables and manure heaps outside the building. To any one passing from the cool, pure air of the clear frosty day, into the heated and stifling atmosphere of the school-room, the effect was almost sickening, and no one after such a visit could have been in the least surprised if some fearful disease had decimated the school. Yet the children were bright, clean and orderly, and the teachers—one female holding a first-class License, and one male holding a second-class License—capable, diligent and successful. A little relief from the overcrowding could be obtained by taking a class in arithmetic out upon the landing of a staircase in an adjoining warehouse, and permission had been given to allow a reading class to use a room where lumber was stored. A set of Campbell's reading tablets and a small greasy blackboard, formed the whole apparatus of the school."

"On one of the chief thoroughfares in the most densely crowded portion of the city, stands a corner building, the ground floor used as a shop, extending out from the main building, which is reached by a flight of steps and used as a tenement house and school. The school-room is about 18 feet square, and 9 feet high. Two desks 8 feet long, stand against the eastern and western walls, as room for them can be obtained between doors and windows, and 9 low benches without backs, stretching from side to side of the room, afford accommodation for the 68 children present to-day, as it equally does for the 81 enrolled on the school register. The only apparatus used is a small blackboard. The school is taught by two young ladies, sisters, and their appearance, as well as that of their pupils, notwithstanding the serious hindrances to the work of education, in the want of accommodation, furniture and apparatus, indicated that with ordinary advantages a most successful school could be operated at this place."

"Entering a respectable looking private house, the members of the Board were led up stairs through a hall, into a rear room 18 feet long, 12 feet wide, and 9 feet high, in the east wall of which is an immense, old-fashioned chimney extending about 3 feet into the room, and by so much narrowing the already limited width. Crossing a small hall giving egress to the yard by a flight of uncovered steps—the proper school entrance—we are shewn into another room 18 feet long, 9 feet wide, and 9 feet high. These rooms are attended by 50 pupils—33 girls and 17 boys—some of them of a very tender age, and all children of respectable citizens. The only furniture consists of old pine desks placed against the walls, and benches to match. Two small blackboards and two maps comprise the apparatus of the school."

"Entering a covered alley from the street, we pass into a small yard, beyond which is a neat garden. On the right is an old, rickety, open stairway, leading to a dilapidated room 28 feet long, 17 feet wide, and 10 feet high, over a wood-house and the alley by which we had entered. No complaint could be made of the lack of fresh air, for it freely passed in through many a cranny, and we were not surprised to find the number of pupils to be only 24."

"A walk through Saint Patrick's street failed to bring to view the school said to be carried on in that neighbourhood, but the services of a lad were obtained, and the members piloted down a small alley and across a dirty yard, to a flight of steps leading apparently to the upper part of a long shed, but which proved to be the pupils' entrance to the premises used for school purposes. The teacher, thoroughly alive to the value of first impressions, hastened to lead the party back to the front door of the house, and showed us into a neatly furnished room on the first floor. Close enquiry and examination disclosed the fact that the small school-room, 14 feet by 16 feet, was also the kitchen, where, sitting on low benches around a cooking-stove, fifty children daily received such instruction as could be imparted without too serious interference with the culinary operations of the family. There was no article of school furniture or apparatus in use in this school, which was supposed to meet the educational wants of that thickly populated portion of Prince's Ward."

"Up a flight of wet steps, the rock over which they were built being left exposed, and the members of the Board were ushered into a room of the most indefinite form, the original space having been enlarged by the removal of closets and the addition of a portion of the interior hall-way. The height of the room was not more than 7 feet, and two windows on the front afforded all the light available. Sundry posts and supports broke up the area, which was still considered sufficient for 56 pupils. Two boards respectively 12 and 15 feet long were fastened against the walls, and answered the purpose of desks for the larger children, the little ones being accommodated on three benches up and down the room as they could be placed. Two small blackboards of the most primitive description, and a map of the Counties of Saint John and King's, formed the only approach to school material in the place."

"Upon calling on the teacher of a school on Brittain Street, the members of the Board were taken into a back yard surrounded by old and dilapidated buildings, into one of which they were invited by their guide. It was nothing more nor less than a dirty wood-house, but here they were not asked to stay, for the teacher passed up a steep step-ladder by one of the walls, and throwing up a large trap-door ushered the party into an apartment, if such it might be called, 17 feet by 18 feet, where the school was held. The roof only admitted of grown persons standing erect at its highest part, as it sloped away to the eaves, one narrow, dormer window giving admission to a band of light which left two-thirds of the place in gloomy shadow. In the centre stood a small stove, heated to redness, and sending forth a poisonous gas which, mingling with the air deoxygenized by passing over and over again through the lungs of 36 children, rendered the atmosphere almost suffocating. The stove stood upon the bare, rough floor, and the cinders and ashes about it gave little warrant for safety from conflagration. A few boards set slanting against the wall served the purpose of desks, and for seats planks were placed on deal ends across the room. Not a particle of furniture or apparatus was visible, and the Board was informed that the accommodations then were just as good as they had been during the past seventeen years, for school had been held in that place since 1854."

These are a few examples, by no means exaggerated, of the state of the school buildings of the city at the close of the year 1871, and although some of the places visited were free from many of the objectionable features of those referred to, very few of the buildings were at all adapted to the purposes for which they were used, and even those which had been erected and furnished with a view to meet the educational wants of the youth of the city were, with one or two exceptions, entirely unfitted to the system of graded schools which it was the object of the Board to establish.

NEGOTIATIONS FOR SCHOOL BUILDINGS.

Every school of a public character known to exist in the city on both sides of the harbour, was visited by Committees of the Board, but it was evident that only by a large expenditure for alterations and repairs of existing buildings, could anything be done in the way of providing suitable accommodation for the thousands of children who would be left schoolless at the close of the year, unless extraordinary measures were adopted to meet the emergency. Already one half of the extremely limited time granted to the Board of Trustees—from the 16th October, when the appointment of the Common Council members was announced to the Chairman, to the 1st January, when the new law was to come into operation—had elapsed, and without buildings, furniture, or apparatus, or the means to obtain them, the Board was compelled to appeal to the Local Government to aid them in their work by advancing from the Treasury of the Province twenty or thirty thousand dollars, so that the current expenses previous to the time when it was possible for the taxes to be levied upon the inhabitants of the School District to be collected, might be promptly met. They also asked and received permission from the Common Council to issue School Debentures to meet the expenditure for repairs and furnishing of buildings, rendered necessary by the condition of affairs at that time.

Committees were appointed to confer with the owners of the following buildings, to see upon what terms they could be obtained, viz:—

Grammar School, Germain Street,
High School, King Street,
Madras School, Duke Street,
Christian Brothers's Schools, Sidney Street,
Saint Malachi's Hall, Sidney Street,
Varley School, Leinster Street,
Saint Mark's School, Sewell Street,
Saint Mary's School, Waterloo Street,
Saint James's School, Main Street,
Benevolent Hall, Waterloo Street,
Ragged School, Brussels Street,

Bowman's Building, Brussels Street,
Mr. Finen's School, Charlotte Street,
Mr. Mills's School, Coburg Street,
Miss Denham's School, Queen Street,
Mrs. Hennigar's School, Duke Street,
Miss Estey's School, Peters Street,
African School, Queen Street,
Orange Hall, Carleton,
Roman Catholic Schools, Carleton,
New Masonic Hall, Carleton,

and others were commissioned to search up other places that would meet the requirements of the Board, and report upon their condition, capacity, probable cost of repair, if needed, and annual rental.

Difficulties encompassed the pathway of the Board, and one set were overcome only to find another and another of an increasingly embarrassing character, but gradually buildings were secured, repairs upon them prosecuted under the personal supervision of the members of the Board, debentures to meet the expenses incurred issued, and a good prospect appeared of having a number of school buildings ready for occupation early in January, 1872.

SCHOOL FURNITURE.

Tenders were called for by public advertisement, for the construction of 3,000 box-desks and chairs for the use of pupils, according to the following scale:—

CHAIRS.			DESKS.		
Quantity.	Height of seat.	Height of side next pupil.	Length.	Width.	
600	11 inches.	21 1-4 inches.	18 inches.	12 inches.	
600	12 "	22 "	18 "	12 "	
600	13 "	23 "	22 "	12 "	
500	14 "	24 1-2 "	24 "	15 "	
500	15 "	26 "	24 "	15 "	
200	16 "	27 1-2 "	24 "	15 "	

and also for 30 Primary School Teachers' desks of the Ross (Boston) pattern, contracts for supplying which were subsequently given to Joseph Ross, Boston, Lordly, Howe & Co., C. E. Burnham & Co., and W. E. Everitt, Saint John, and Samuel Dalzell, Saint John, and orders were also given for fitting the desks with Ross' Patent Ink-wells. These were all furnished and placed in school

buildings as they were made ready to receive them, and the same plan of furnishing has been continued to the present time, each pupil having a separate desk and chair of exactly the same quality and kind as every other pupil attending the public schools, thereby aiding to bring out the individuality of the child, to prevent jealousy, and to secure the minimum amount of interference with each others' books and material, and to promote harmony and order throughout the whole series of schools. Beyond this, the style of desk and seat selected by the Board has been found to meet the three chief requisites, viz., comfort, durability, and good appearance, at a cost not greatly in excess of that at which the antiquated, spine-distorting, slab-seated writing-boards, too long permitted to be used as school furniture, could have been obtained, and the effect produced upon the children attending the public schools, in the direction of neatness and personal cleanliness, has been most marked. The action of the Board in thus seeking to secure the health, comfort, and advancement of the pupils, cannot fail to be endorsed by all right thinking persons in the community.

The result of the operations of the Board in this department is, that all the schools are uniformly provided with excellent furniture, there being in possession of the Board 3,700 pupils' desks and chairs, and 85 teachers' desks, valued at \$21,000.

Negotiations for the co-operation of the Catholic Schools.

Among the earliest expressed desires of the Board, was that to secure the co-operation of the Roman Catholic authorities of Saint John, so that the schools under their control might enjoy the benefits designed by the Act of Assembly to be conferred upon the whole community, and it consequently afforded the Board much satisfaction to receive an application from the Rev. Thos. Connolly, V. G., to place the schools on Sydney Street, taught by the Christian Brothers and Sisters of Charity, under its direction, couched in the following terms:—

"The undersigned begs to say, that he offers to place under the Board of School Trustees for the City of Saint John, the large graded school under the care of the Christian Brothers, Sydney Street. It contains six large well ventilated class-rooms, capable of receiving four hundred boys. At present there are five teachers employed, with an attendance of two hundred and seventy pupils. These schools are supplied with necessary furniture, desks, forms, maps, &c.

"Also the large, graded school for girls, under the charge of the Sisters of Charity, in Saint Malachi's Hall, Sydney Street. There are at present four large school-rooms used, capable of accommodating two hundred and fifty or three hundred children, and the building can accommodate twice that number. The attendance of this school is now one hundred and seventy.

"These schools it is proposed to place under the Board, on conditions similar to those on which such schools are admitted in the City of Halifax."

"(Signed)

THOS. CONNOLLY, PT., V. G.

"Saint John, Nov. 10, 1871."

This proposition was referred to a Committee composed of Messrs. Everett, Furlong, and Lockhart, with instructions to confer with Rev. Mr. Connolly, as to the terms on which the buildings could be rented, and to learn the nature of the "conditions" referred to in the last paragraph of his letter.

At a meeting of the Board held on 8th Dec. 1871, the Committee reported that they had seen Bishop Sweeney and Rev. Mr. Connolly, and after some conversation had decided to invite them personally to lay their proposition directly before the full Board for its consideration. Accordingly, Bishop Sweeney and Rev. Mr. Connolly were introduced, and entered upon the subject of their visit by presenting the following letter:—

"To the Chairman and Board of School Trustees of the City of Saint John,

"GENTLEMEN,—I beg to state respectfully in accordance with the information sought by the gentlemen of your Body whom I had the honor of meeting on Monday last, that the Christian Brothers have been established in Saint John by the Catholic community at a very large expenditure of money, under the conviction that they were the best and most efficient teachers, being an association or community of men, bound to devote their lives and talents to the education of youth. Thus there is a mutual obligation, and consequently the Christian Brothers are the only teachers we can present to the Board for the schools in Temperance Hall, Sydney Street.

"The Sisters of Charity have also been established at even a greater expenditure, and for similar reasons, and therefore we can only present them for the schools in Saint Malachi's Hall, of which they are in charge.

"The Christian Brothers in Nova Scotia and the Canadas use the same books, which are acknowledged to be good, and as their system of teaching is the same everywhere, and it would be a great inconvenience to them to deviate from it.

"The schools under the charge of the Christian Brothers and Sisters of Charity being several years established in this City, and being graded schools, and as the Law gives the Board discretionary powers, and makes it competent for them to *co-operate* with the governing body of these schools *on such terms as to them shall seem right*, and also as the Law makes the whole City of Saint John *one entire District*, with the intention, evidently, of leaving parents and children free to choose the school they prefer, we request that the Trustees will agree to the arrangement that the children be free to attend the school they prefer.

"We ask five hundred dollars rent for the Temperance Hall, the entire building containing six large school-rooms, and something extra if put to additional expense on account of sewerage, &c., and three hundred dollars for the Saint Malachi's Hall, containing four large school-rooms.

"I am, &c. &c.

"(Signed)

T. CONNOLLY, PR., V. G.

"Saint John, Dec. 8th, 1871."

The Bishop stated that several Members of the Government had informed him that section 58 (12) of the Act relating to Common Schools, was specially inserted to meet the position of the Roman Catholic Schools, which section reads as follows :—

"(12) The Board of Trustees is hereby authorized, with the sanction of the Council (*i. e.* the Common Council of the City of Saint John), to co-operate with the governing body of any school existent at the passage hereof, on such terms as to the Board shall seem right; but any such arrangement shall be annual in its nature, and shall be determinable by effluxion of time, or on breach of conditions, and shall not include the building or furnishing of school-houses, and in such cases the Board may make allowance to said schools out of the funds under its control; but no public funds shall be granted in support of any school unless the same be a free school, and conducted in every respect in conformity with this Act and the Regulations of the Board of Education."

The Bishop further stated that he had been informed by the Attorney General, that any difficulty arising in the case of the Catholic Schools from section 60 of the Act, which provides "that all schools conducted under the provisions of this Act shall be non-sectarian," might be obviated by religious instruction being given before and after the established school hours.

It was objected by the Board, that the acceptance on their part of teachers for these schools not duly licensed by the Board of Education, and the permission of the use of books other than those prescribed, would be clearly a violation of the trust confided to them by the law, and that to give parents and children the power to choose any school they might prefer, would destroy the unity of the system of graded schools, and leave the Board open to the charge of granting privileges to one religious body not granted to others. They, however, informed the Bishop and Rev. Mr. Connolly, that the Regulations of the Board of Education had not yet been promulgated, and consequently no conclusive action could be taken. They were extremely anxious to meet the views submitted to them, provided it could be done in a legal manner, but as they were executors of the law rather than interpreters of it, they would confer with the Board of Education and make known the result as speedily as possible.

The Bishop then asked that in laying the matter before the Board of Education, the Board of Trustees should obtain explicit answers to the following questions :—

"FIRST. — Was sub-section 12 of section 58 of the School Law specially inserted to meet the position of the Catholic Schools?

"SECOND. — Are the Schools of the Christian Brothers and Sisters of Charity exceptional, and to be negotiated with as such?

"THIRD. — In these Schools are text-books other than those prescribed by the Board of Education permissible?

"FOURTH. — Have the Board of Trustees any power to divide the city into sub-districts, or must it be considered simply as one district, the children in which can go to any school established by the Board?"

These questions, framed by Bishop Sweeney, the Board promised to forward to the Board of Education at once, and thereupon he and the Rev. Mr. Connolly retired.

The Board then referred the proposition of Rev. Mr. Connolly to a special Committee composed of Messrs. Boyd, Lockhart, and Everitt, to report on when the Regulations of the Board of Education should be received, and at the same time instructed the Secretary to forward to the Board of Education the questions propounded by Bishop Sweeney, which he did in the following letter :—

"Office of the Board of School Trustees of Saint John, Ritchie's Building, Dec. 13th, 1871.

"T. H. RAND, Esq., Chief Superintendent of Education,

"DEAR SIR,—I am instructed by the Board of School Trustees of Saint John to make the following enquiries of the Board of Education, answers to which you will greatly oblige by sending without delay, as upon them depend certain negotiations now pending for securing the co-operation of the Roman Catholic Schools of this City.

"Yours, very respectfully,

"JOHN MARCH, Secretary."

"1. Was sub-section 12 of section 58 of the Law specially inserted to meet the position of the Catholic Schools ?

"2. Are the schools of the Christian Brothers and Sisters of Charity exceptional, and to be negotiated with as such ?

"3. In these schools are text-books other than those prescribed by the Board of Education, permissible ?

"4. Have the Board of Trustees any power to divide the city into sub-districts, or must it be considered simply as one District, the children in which can go to any school established by the Board ?"

On the 16th December the Board of Education replied to the questions asked by the Board on behalf of Bishop Sweeney, as follows :—

"Education Office, Province of New Brunswick, Fredericton, Dec. 16th, 1871.

"J. MARCH, Esquire, Secretary to the Board of School Trustees, Saint John,

"DEAR SIR,—Having submitted this day your enquiries of the 13th instant to the Board of Education, I am instructed to make the following replies :—

"1. Sub-section (12) of section 58 of the Common Schools Act, like all other provisions of the Act, does not discriminate between schools conducted by the various denominations of Christians.

"2. The schools of the Christian Brothers and Sisters of Charity occupy the same position in respect of the Common Schools Act, as those conducted by other religious bodies.

"3. All schools deriving means of support under the provisions of the Common Schools Act, are required to conform to the Regulations of the Board of Education in the matter of text-books, as in all other respects.

"4. The Board of Trustees are required to provide school accommodation sufficient for all applicants between the ages of five years and twenty years within the district of the City of Saint John, and to see that all are properly classified according to their attainments, into different grades or departments. This grading is to be applied to the district as a whole, as generalized for districts having a school population of 600 or upwards, by the 29th section of the Act. For example :—

"High School accommodation is to be provided for the children of all the residents of the district, and since such pupils will have a good degree of physical growth, and their number will not be too great to be accommodated in one establishment, every consideration both of economy and efficiency points to the establishing of one High School in the central part of the city. In this case the limits of the district would adequately define the area from which such a school would draw its pupils.

"The number and immaturity of the children requiring accommodation in the several grades of the course next below that of the High School, render it impracticable to have one central 'Advanced' school for the entire district. It therefore is the duty of the Trustees in pursuing the object entrusted to them by the Law, to establish as many 'Advanced' schools as may be required, and to distribute them over the city in such a manner as to supply this accommodation convenient to all. In this case the area from which any one 'Advanced' school would derive its pupils, would be a section of the district to be defined by the Trustees. When it is borne in mind that all the provisions of the Common Schools Act are to be administered on behalf of all the people of all portions of the district, irrespective of social or religious distinctions, there can be no question that the duties devolved upon the Trustees by the provisions of secs. 58 (5) and 29, not only empower but compel the Trustees to define from time to time the territorial limits for which any given 'Advanced' school is provided.

"In the case of elementary instruction, you will readily perceive that the considerations already presented apply with equal force. Houses are to be located in different parts of the city, and the Trustees are to fix from time to time, the territorial bounds within which pupils are to attend any one Elementary school.

"The Board of Education think it will be evident to the Trustees on reflection, that on no other principles than those contemplated by the Act, would it be possible for the Trustees to organize and control a thorough and efficient system of schools.

"The foregoing illustrations of the method contemplated by the Law, are connected with the erection of suitable houses. But the principle is to be applied respecting whatever temporary accommodation the Trustees may have at their disposal.

"It is believed the *general* principle of grading has been made sufficiently clear to guide the Trustees in this matter."

"By order of the Board of Education.

"(Signed)

THEODORE H. RAND."

This letter was referred to the Committee to communicate its purport to Bishop Sweeney and Rev. Mr. Connolly, and see if arrangements could not be made by which the Schools under the charge of the Christian Brothers and Sisters of Charity could be conducted as part of the public school system.

The Board also received a proposition to place the Catholic Schools of Carleton under its management, of which the following is a copy :—

“ *Carleton, St. John, November 7th, 1871.*”

“DEAR SIR,—I am authorised by the Rev. Mr. Dunphy to inform the Board of Trustees for the City of Saint John that he is prepared to enter into arrangements for placing his Schools under the provisions of the School Act.

“The school-house has two stories, and is divided into male and female departments—the female department in two rooms, 27x30 and 27x23, in charge of three Sisters of Charity; the male department in one room 27x57, partitioned by glass sliding doors into rooms in charge of the undersigned and an assistant, Miss Nannery. One of the female departments is furnished with twenty Boston desks, each seating two scholars; the other with ordinary desks, and seating about one hundred scholars. One half of my room is furnished with twenty-four Boston desks, each seating two scholars; the other with ordinary desks, seating about sixty.

“The attendance at the Sisters' Schools ranges from 100 to 140,—mine from 80 to 120.

“I am, respectfully, &c., yours, &c.,

“(Signed)

THOMAS O'BRIEN.”

“MR. MARCH, Saint John.”

This was supplemented by the following letter from Rev. E. J. Dunphy :—

“ *Carleton, Dec. 13th, 1871.*”

“DEAR SIR,—Should we be able to agree upon some matters of detail yet undecided, I am prepared for an annual rent of \$240, to place at your services from 9 A. M. to 4 P. M.—Sundays excepted—the Carleton Catholic School-house, capable to seat with desks now in use, about two hundred children.

“Yours truly.

“(Signed)

E. J. DUNPHY.”

“J. V. ELLIS, Esq., Trustee of Schools.”

These letters were submitted to the Board at a meeting held on the 13th Dec. 1871, and were referred to a Committee composed of Messrs. Ellis and Smith, with power to complete the arrangement, provided the conditions should not conflict in any way with the Law, or the Regulations of the Board of Education.

At this meeting, copies of the published Regulations of the Board of Education were submitted to the Board by the Secretary, and received careful consideration. It was deemed advisable to seek from the Board of Education an explanation of the meaning and bearing of Regulation 20, which seemed to point to an insurmountable difficulty in perfecting arrangements for the admission of the Catholic Schools to a participation in the distribution of the public school funds. That Regulation read as follows :—

“SYMBOLS OR EMBLEMS IN THE SCHOOL-ROOM: Symbols or Emblems distinctive of any National or other society, political party, or religious organization, shall not be exhibited in the school-room, either in its general arrangements or exercises, or on the person of any teacher or pupil.”

The Secretary was instructed to ask the Board of Education the questions contained in the following letter :—

“ *Office of the Board of School Trustees of Saint John, Ritchie's Building, Dec. 15th, 1871.*”

“T. H. RAND, Esq., Chief Superintendent of Education,

“DEAR SIR,—Below I beg to transmit to you an Extract from the Minutes of a meeting of the Board held this day, to which you will greatly oblige by replying as soon as possible.

“Yours respectfully,

JOHN MARCH, Secretary.”

(Extract from Minutes.)

“Resolved, That the Board of Education be asked to reply to the following questions :—

“Is the dress worn by the Christian Brothers, or that worn by the Sisters of Charity, or a cross worn by any teacher, or a cross exhibited in a school-building, to be considered as distinctive Symbols or Emblems under Regulation 20, and as such to be forbidden?”

The following is the answer of the Board of Education received on the 30th December, and submitted at a meeting of the Board held on the 2nd January, 1872 :—

"Education Office, Province of New Brunswick, Fredericton, Dec. 29, 1871.

"J. MARCH, Esq., Secretary to Board of School Trustees, Saint John,

"DEAR SIR,—The enquiry contained in the communication of your Board under date of Dec. 15th was duly submitted to the Board of Education. In reply, I am directed to inform you that, after careful consideration, the Board of Education regards REGULATION 20 as forbidding any teacher while employed in the public discharge of school duties, to be habited in the distinctive garb of the Christian Brothers, Sisters of Charity, or other religious organization, as well as the setting or placing in the school-room of a cross or other symbol as distinctive of a religious body.

"I have the honor to be your obedient servant,

"(Signed)

THEODORE H. RAND."

This letter was referred to the two Committees having in charge the negotiations for the Catholic Schools on both sides of the harbour.

At a meeting of the Trustees held on the 12th January, 1872, the Committee on the Schools of the Christian Brothers and Sisters of Charity reported that their efforts to bring about a satisfactory arrangement had failed, and submitted the following correspondence between themselves and Bishop Sweeney :

"Saint John, N. B., Jan. 6th, 1872.

"To the Right Rev. Dr. Sweeney,

"YOUR LORDSHIP,—We enclose a copy of the questions suggested by Your Lordship to be addressed to the Provincial Board of Education by the School Trustees of the City of Saint John, together with their reply to the same.

"We assure you that there is the strongest desire on our part to meet the views of all classes, but Your Lordship is aware that, as Trustees, we are only empowered to carry out the Law as it stands.

"We trust that Your Lordship will co-operate with us in the work of free education for all, and to this end that you will direct to be put under our care the schools first named in your communication to our Board.

"As arrangements are now in progress, an early reply will confer a favor on

"Yours respectfully,

"(Signed)

"JOHN BOYD,

"CHAS. A. EVERETT,

"ALEX. LOCKHART,

} Committee of School
Trustees."

"Saint John, January 9th, 1872.

"To—John Boyd, Chas. Everett, and Alex. Lockhart, Esquires, Committee of Board of Trustees,

"GENTLEMEN,—We beg to acknowledge the receipt of your communication to the Bishop dated 6th January, accompanied with a copy of instructions from Mr. Rand, excluding our graded schools under the care of the Christian Brothers and Sisters of Charity, and which interpretation of the new School Law you adopt in opposition to the opinion of the Attorney General.

"After this formal rejection of our schools, established by the Catholics of Saint John at such great sacrifices, we do not understand what you can mean by asking us to put these schools under your care. Is it the indignity of turning the Christian Brothers and Sisters of Charity out of those schools, and handing the buildings over to the Trustees?

"I have the honor to be, yours, &c. &c.,

"(Signed)

T. CONNOLLY, V. G."

The correspondence was ordered to be placed on file, and thus closed negotiations which, it was hoped, would have resulted in enabling the Board of Trustees to carry on the work of imparting secular instruction to the pupils attending the schools established by the Roman Catholics, but the determination evinced to resist the provisions of the Law and the Regulations of the Board of Education, upon and within which alone the Trustees were empowered to act, proved a barrier to the unification of the school system of the City of Saint John.

Meantime upon the reception of the Memorandum from the Board of Education of 29th December, 1871, the Carleton Committee communicated its purport to Rev. Mr. Dunphy, who modified his proposition to rent the Carleton Catholic School Building so as to cover only the ground floor, consisting of two rooms used as schools for boys, which proposition was accepted by the Board of Trustees on the 2nd January, 1872, and the schools were accordingly furnished as required and arrangements made by which they have been ever since properly conducted in accordance with the Law and Regulations of the Board of Education.

During the year considerable additions were made to the building, and on the 30th December, 1872, the Board authorized the Committee to rent from

Rev. Mr. Dunphy another room, which was furnished and opened early in the month of January, 1873.

Negotiations for the co-operation of the Public Grammar School.

With the determination to provide the requisite means of imparting instruction to the most advanced pupils who might attend the public schools, and thus to complete the range of tuition from the primary to the higher branches, the Board as early as the 21st November, 1871, appointed a Committee to confer with the President and Directors of the Saint John Public Grammar School with a view to secure their co-operation with the Board of School Trustees under the provisions of section 58 (12) of the Common Schools Act. The Grammar School Board at once appointed a Committee, and negotiations were entered upon which resulted in the adoption of the following agreement:—

“ARTICLES OF AGREEMENT made and entered into the first day of January in the year of our Lord One Thousand Eight Hundred and Seventy two, between the Board of School Trustees of Saint John, in the City of Saint John, Province of New Brunswick, of the first part; and the President and Directors of the Public Grammar School of the City of Saint John, Province aforesaid, of the second part;—

“WHEREAS, under and by virtue of section fifty eight of ‘The Common Schools Act, 1871,’ relating to the management of schools in the City of Saint John, the parties of the first part are authorized (subsection twelve) with the sanction of the Common Council, to co-operate with the governing body of any school existent at the passage thereof, on such terms as to the Board shall seem right: And whereas the party of the second part being the governing body of the Public Grammar School of the said City of Saint John, have made arrangements with the said party of the first part so to co-operate as hereinafter contained and set forth; and the same have received the sanction of the said Council:

“Now these presents witness in consideration of the party of the second part making the said school a Free School under the terms and conditions of the said Act, and managing it subject to the supervision of the party of the first part and their successors in office, and subject to all regulations made in conformity with the Law, the said party of the first part covenant and agree with the party of the second part and their successors, to pay them the sum of Three Thousand Dollars, lawful money of Canada, yearly and every year, so long as this agreement shall remain in force, such annual amount to be paid in equal quarterly payments on the first day of January, April, July, and October, in each year, and the first payment to be made on the first day of April next ensuing the date hereof: the payments to be made to the Clerk and Treasurer of the party of the second part, or such other person as they shall duly appoint, and the money to be applied by them for the purpose of carrying on the school in the most efficient manner according to their discretion.

“And it is further hereby mutually agreed and declared that the present Masters of the school, namely, The Reverend C. G. Coster, Ph. D., Edward Manning, A. M., and C. W. Wilkins, B. A., be retained, but that in case of vacancies no new Master shall be appointed by the party of the second part or their successors, until approved and confirmed by the party of the first part, or their successors:

“And it is further understood and agreed that the party of the second part will provide the school with furniture and apparatus, not inferior to that at present in use during the period this agreement shall be in force, sufficient for the accommodation of not more than one hundred and twenty boys; but with that exception it is agreed that they shall not be called on to make alterations or improvements either in the School Building or in the furniture thereof as now existing.

“Lastly, it is hereby agreed, understood, and declared, that this agreement shall, as required by the said Act, be annual, and shall not continue in force for a longer period than two years from date unless extended by further agreement in writing between the parties hereto.

“In witness whereof the said parties have hereunto and to a counterpart hereof caused their respective Corporate Seals to be affixed the day and year first above written.

“By order of the said Board of School Trustees.

[L. S.]

“(Signed)

WILLIAM H. A. KEANS,

“Chairman Board of School Trustees of Saint John.

“By order of the said President and Directors of the Public Grammar School of Saint John.

[L. S.]

“(Signed)

H. W. FRITH, Clerk, &c.”

PURCHASE OF SCHOOL LAND AND BUILDINGS.

With a firm conviction that it would be incumbent on the Board of Trustees in the public interest to erect suitable buildings for school purposes in such parts of the city as would best meet the wants of the people, they early appointed a Committee to enquire for and report upon such lands and buildings as would be eligible for permanent school sites and temporary use. Upon the report and recommendation of that Committee, the Board has purchased and now holds the deeds of the following properties:—

One block of land 160 feet by 175 feet, with two-storey house and buildings thereon, situated on the corner of Wentworth and Saint James Streets, formerly owned and occupied by the Hon. J. W. Weldon.

One block of land 100 feet by 120 feet, with houses and buildings thereon, situated on the corner of Duke and Sydney Streets, and formerly owned by George Thomas and J. D. Lewin, Esquires.

The first named property was secured shortly after the organization of the Board, at a cost of \$6,000, and the latter in the summer of 1872, at a cost of \$5,675.34, the amount being raised by the sales of debentures at par, payable in twenty-five years from date of issue, as provided by the Act.

The securing of these extremely eligible lots of land in central positions, affords matter for congratulation, when the present cost is compared with the value the properties will have attained in a few years. The fact that there were upon the premises thus purchased, buildings which the Board at a comparatively trifling expenditure have been able to convert into temporary school-houses, with five departments, accommodating over two hundred pupils, and capable of still further uses, thus saving the rents which would otherwise have to be paid, renders these purchases still more satisfactory to the Board and to the public.

The Board has had it in mind to procure plans and enter upon the work of erecting a superior class of school buildings upon these lots, but was adverse to proceeding hastily, preferring that the pressure of necessity should force them to the expenditure which must necessarily be involved in such operations, rather than that they should enter upon them without that experience of the actual wants of the community which time alone could teach. A sufficient period has however elapsed to warrant the Board in expressing their belief, that a large building capable of accommodating from 500 to 800 pupils, with proper class-rooms and a hall where they may be assembled for purposes of Examination or Exhibition, must be erected at an early day upon the lots owned by the Board on the corner of Duke and Sydney Streets, and they have already authorized a Committee to procure suitable plans preparatory to commencing the work.

SCHOOL BUILDINGS.

As already stated, the Board has from the outset met with great difficulties in securing suitable buildings for school purposes. Still it has been reasonably successful in providing comfortable rooms for all grades, sufficiently well distributed over the City to prevent the necessity that would otherwise have existed of pupils travelling a greater distance than their friends could wish. Of course in the short time that elapsed between the organization of the Board and the time fixed by the Board of Education for the opening of schools, it was impossible to provide all the accommodation requisite for the crowd of children who presented themselves on the 15th day of January, 1872. But that the Board during that period were not idle, will appear from the following brief review of what was accomplished in that department :—

Grammar School.—This Building with its three departments called for but little labour in its preparation, the rooms being sufficiently commodious and but little new furniture required to meet the wants of the pupils.

High School.—The Board obtained the use of the whole of the ground floor of the residence of the late Jarvis W. Hartt, Esq., on Dorchester Street, for the use of the highest grade of female pupils, and proceeded to make such alterations as would temporarily accommodate a sufficient number to form two schools of not less than 60 pupils in each.

Advanced School No. 1.—The Academy Building on King Street (East) taught by Messrs. Dole and others, was rented, and its two large rooms and class-rooms was found to afford ample provision for three departments of boys somewhat advanced in their studies, and being in an extremely central position was rented and prepared for temporary use.

Subsequently, the Board found it necessary to make extensive alterations in the plan and furnishing of this building, and the result has been that four large rooms capable of

accommodating over 200 pupils have been provided and used for the four grades of advanced pupils and two grades of the primary. The changes made in this building were rendered necessary by the large number of pupils in primary grades living in that vicinity.

Advanced School No. 2.—The two-storey brick building on the corner of Leinster and Wentworth Streets, known as the Varley School, was rented from the Trustees of the Centenary Church and converted into four commodious school-rooms, by partitioning each floor, erecting the staircase at the northern end and providing requisite cloak-rooms. The whole building was painted and furnished with modern desks, blackboards with slated surfaces were provided, and everything requisite put in order for the accommodation of over 200 pupils. The northern half of the building was assigned to two departments of boys, and the southern to two departments of girls, proper fences and divisions having been erected across the play-ground in front and the outbuildings in the rear.

Advanced School No. 3.—There was in course of erection on Charlotte Street, opposite Horsfield Street, at the time the Committee were looking about for school buildings, a house designed for private boarding; but the owner, Miss Chapman, very readily agreed to change her plans and convert it into a school-house. When completed, its three floors, containing six rooms, were fitted with the necessary furniture and apparatus, with water on each floor, proper out-buildings provided, and the yard surrounded with a high, close board fence.

This building has always been crowded with pupils, as many as 300 having been attending the four departments of advanced girls, and the two departments of primary boys and girls, the latter using the ground floor of the building.

Advanced School No. 4.—The commodious residence of the Hon. Judge Weldon situated on the corner of St. James and Wentworth Streets, having been purchased by the Board, was sufficiently altered and repaired to provide two large rooms for pupils in the Advanced Department residing in that locality; the room on the ground floor being fitted up for boys, and that up stairs for girls, thus making room for the 150 children who sought admission. Subsequently, another room was prepared and furnished for the use of girls in the primary department.

Advanced School No. 5.—Mr. Mills' school-building on Coburg Street, formerly used as the Provincial Training School, was obtained for advanced boys in that vicinity, and fitted up with suitable furniture and apparatus.

Advanced School No. 6.—The school-building on Sewell Street, owned by the Wardens and Vestry of St. John's Church, consisted of one large room and class-room, with two staircases leading thereto. These premises were rented, one of the staircases torn down, and three rooms formed; the two up stairs for the use of advanced girls, and that on the ground floor for a mixed primary school. These were all properly furnished with pupils' desks and chairs, desk and chair for teacher, and other furniture and requisites.

Primary School No. 1.—The two upper floors of a building on Brussels Street, near Union Street, owned by W. H. Bowman & Co., were rented and fitted for the use of pupils in the primary department, two rooms being set apart for boys and two for girls. Extensive alterations had to be effected to provide this accommodation, the cost of which was borne by the owners, who used every exertion to meet the views of the Committee, and succeeded in completing their labours in time to allow the building to be used as one of the gathering places for pupils when permits for admission to the schools were first issued. These rooms were for a long time extremely over-crowded with pupils.

Primary School No. 2.—This Building in the rear of the Brussels Street Baptist Church was rented, thoroughly repaired and properly furnished for the use of girls in the primary branches.

Primary School No. 3.—By arrangement with the Directors of the Ragged School, the Building on Brussels Street formerly known as the Orange Hall was secured, and extensive alterations made to fit it for two departments of primary scholars, the ground floor for boys and the upper floor for girls, each having separate entrances front and rear, and the long play-ground in the rear being divided its entire length by a close board fence. Suitable water-closets and out-buildings were provided, and furniture and apparatus supplied.

Primary School No. 4.—The school-building owned by the Wardens and Vestry of St. Mary's Church, Waterloo Street, was deemed a suitable one for school purposes,

but only the ground floor could be secured, as the upper part was required for the use of the Sunday School connected with the Church. A board and glass partition was erected across the ground floor, dividing the large room into two departments, one for boys and the other for girls in the higher primary branches; the northern room being used for both boys and girls in the most primary grades.

Primary School No. 5.—A small building in the rear of Exmouth Street, used as a school by Mrs. Mary Miller, was rented for temporary purposes, but it was not considered sufficiently suitable to warrant any outlay of the public funds in its repair and furnishing, as larger and more comfortable quarters were then in preparation in the neighbourhood.

Primary School No. 6.—Miss Estey's school-building on Peters Street was very desirably situated for the accommodation of children in that vicinity, and the owner went to considerable expense in enlarging it, raising the roof, and making it fit for public use. When the repairs were completed it was, accordingly, fitted and furnished for the use of girls in the primary grades.

Primary School No. 7.—The large school-population in the neighborhood of York Point, rendered it of great importance to obtain a school-building in that locality; but the difficulties experienced in not being able to find a place at all suitable, compelled the Committee to fall back upon the premises previously used for school purposes on the corner of Mill and North Streets, by the Misses Carleton, which being rented, were fitted up, and afforded accommodation for 70 or 80 boys and girls.

Primary School No. 8.—A large room in the ell of the brick building on Germain Street opposite the Country Market, was rented for the use of boys, and an entrance thereto secured by the main staircase of the building. When furnished, it afforded accommodation for about 50 pupils.

At a later period this building was abandoned, and two departments for boys and girls under the same name were opened in premises owned by the Board on the corner of Duke and Sydney Streets, where accommodation was provided for about 100 pupils.

Primary School No. 9.—A small room in the rear of a house on Wentworth Street near Elliot Row, occupied and used as a school by Miss Mary E. Wright, though not considered suitable for general purposes, was, in the lack of obtaining other premises in that neighborhood rented, and when furnished, made serviceable for the accommodation of about 30 very small children of both sexes.

Primary School No. 10.—The Committee were able to meet the approaching demand for school accommodation for pupils residing on and near to Brussels Street, from Richmond to Hanover Streets, by leasing the Sunday School Building belonging to the Trustees of the Exmouth Street Wesleyan Church, and converting it into five school-rooms—two for boys, two for girls, and one for the little ones of both sexes. The outlay for this work was necessarily large, but the results, it was believed, would more than counterbalance that objection, and time has shewn the arrangement to have been in every way satisfactory. The rooms are large, airy, well lighted and ventilated, and afford accommodation for about 200 children.

The building was at first designed for the use of pupils in both the advanced and primary departments, a portion of it being known as Advanced School No. 6, that on Sewell Street being called No. 7; but it was soon found that the demand for accommodation for primary pupils required the use of the whole building for pupils in the latter grades.

Primary School No. 11.—A separate building in the rear of Mr. John Finen's residence, Charlotte Street, approached by a broad alley and previously used for school purposes, was rented for the use of primary boys, and provided—after some needed repairs—accommodation for 50 pupils.

Primary School No. 12.—This school, with its two departments, was prepared and opened in the rooms on the ground floor of Advanced School No. 3, Charlotte Street, as already referred to.

Primary School No. 13.—A primary department of mixed boys and girls was prepared in the lower part of Advanced School No. 6, Sewell Street, and has continued to be used for that purpose.

Primary School No. 14.—A school-building owned by Mr. Andrew Gilmour on the south side of Duke Street, when repaired and furnished, was capable of seating about 50 pupils—although nearly double that number for a time sought and gained admission—and was used for children of both sexes in the primary grades.

Primary School No. 15.—A small room in the rear of a house on the north side of Queen Street, between Germain and Prince William Streets, was rented temporarily for children of both sexes in that neighborhood, the owner guaranteeing to erect new and more commodious premises for the use of the Board at an early day.

Subsequently, three departments were opened on these premises,—one for boys, one for girls, and one for both boys and girls of the first grade,—and they have been conducted with the most satisfactory results.

Primary School No. 16.—A separate school-building on Queen Street, near the corner of Wentworth Street, was obtained at a reasonable rental, and such repairs as were absolutely necessary, made. When furnished it was able to accommodate about 40 pupils of both sexes, although for a long period over 100 children had to be provided for on the confined premises.

Primary School No. 17.—The African School on Queen Street (East) was placed under the management of the Trustees, and the room fitted and furnished in the same manner as all other buildings.

Primary School No. 18.—A room in a building on Sydney Street, opposite the Old Burial Ground, was rented and prepared for primary boys and girls, giving accommodation for about 50 pupils.

In Carleton the Committee also experienced great difficulty in obtaining the use of buildings suitable for school purposes, but by strenuous effort they were able to report the following as being ready for use, or in a forward state of preparation, when the School Law should come into active force on the 15th January, 1872:—

ADVANCED SCHOOL No. 1.—The building at the head of King Street, formerly used as a Superior School was obtained, some necessary repairs made, and the rooms properly supplied with desks and chairs, and such other material as would be required for pupils of the advanced grades; the upper floor being set apart for the use of girls, and the ground floor for boys, giving accommodation to over 100 pupils.

PRIMARY SCHOOL No. 1.—Negotiations with the Trustees of the New Masonic Hall resulted in the Board leasing the ground floor of that building, then in an entirely unfinished state. These premises were fitted up by the owners, under the direction of the Committee, for three schools, divided by board and glass partitions, the Board advancing the necessary funds, to be deducted from the rent as it became due. These rooms when completed, which was not until after many other departments had been opened, were furnished with desks and chairs and provided with the requisite material for the use of about 150 pupils,—one department for boys, one for girls, and one for both sexes.

PRIMARY SCHOOL No. 2.—The two rooms on the ground floor of the Catholic School Building were rented, and fitted for about 100 boys. Another room for the use of boys was subsequently added.

PRIMARY SCHOOL No. 3.—The old Madras Building, dingy, gloomy, and uncomfortable as it was, in the absence of other suitable places had to be secured, and its two large rooms and ante-rooms were prepared for use. Quite recently, this building has been materially improved by the removal of partitions and the erection of new ones, thereby converting it into four serviceable school-rooms.

PRIMARY SCHOOL No. 4.—The "Bond Meeting House," at Sand Point, was the only building that could be obtained in that neighborhood, and much repair and improvement were necessary to make it a fit place for the use of children during five hours of each day. The work was, however, accomplished, and the building furnished in the same manner as the rest of the schools.

At first pupils of both sexes of the four primary grades were placed under the care of one teacher, but subsequently a partition was erected dividing the building into two rooms, and a separation of the grades was effected.

PRIMARY SCHOOL No. 5.—The use of a room in the City Hall having been obtained from the Committee of the Common Council, after considerable difficulty and delay, it was fitted up and made available for between 50 and 60 children.

PRIMARY SCHOOL No. 6.—One of the earliest duties of the Board was to provide some means of instruction for the children residing on Partridge Island. Accordingly, the use of a room in the Hospital at that place was secured, and a school opened with 13 pupils which has been continued to the present time.

In process of time, as the number of pupils who presented themselves became too large to be accommodated in the buildings before named, other premises had to be secured and properly furnished. Thus we now have Primary School No. 19, held in a room in Advanced School No. 4, and affording accommodation for 30 girls; Primary School No. 20, on St. James Street near Sydney Street, with three rooms accommodating 120 children,—one for boys, one for girls, and one for small children of both sexes; Primary School No. 21, a room already referred to, Advanced School Building No. 1; Primary School No. 22, a room used for small boys, in the basement of the Grammar School Building; Primary School No. 23, two rooms in a building owned by the Wardens and Vestry of St. James Church, Main Street, and fitted for the accommodation of over 80 children; and new Primary School No. 5, in the basement of the St. John Presbyterian Church, King Street (East), with four departments,—two for boys and two for girls, accommodating about 150 pupils.

In Carleton, in addition to the buildings and schools already named, the Committee rented, repaired and furnished a building on King Street, for the use of one department of advanced girls and one department of mixed primary children, the two rooms accommodating 80 pupils.

The work involved in the preparation of these buildings cannot be estimated from the brief account of the preparation of schools given above; for, apart from the time and attention necessary to search out and visit the premises, find the owners and confer upon the terms upon which they could be obtained, and enter into agreements and leases, there was the employment of carpenters and masons to make the necessary repairs; the transit and putting in of furniture; the purchasing and setting up of stoves; the providing of fuel; the manufacture of blackboards; the getting in of a hundred school supplies and requisites; the obtaining of maps, globes, and other apparatus; the selection and employment of teachers under legal contract; the issue and sale of debentures, and the negotiations of loans to provide the means for carrying on all this work; the preparation and adoption of a *curriculum* that should cover the whole ground to be traversed by the public schools; the preparation of forms for the admission and transfer of pupils, and very many other duties equally pressing and important to the successful operation of the new system.

Between the 30th October, 1871, and the 15th January, 1872, fourteen regular Board meetings were held, at which the reports of the several Committees were received, thoroughly discussed, and action taken upon them.

SUBDIVISIONS OF THE SCHOOL DISTRICT.

In order the better to provide for the classification and distribution of the children who should present themselves for admission to the Public Schools, the Board divided the district into six sections, defined by leading thoroughfares, and enclosing as nearly as possible within the bounds of each, an equal proportion of the school population. These divisions were as follows, the line of separation being in each case the centre of the street named:—

SECTION 1.—All that portion of the City lying to the East of Waterloo Street and North of Union Street.

SECTION 2.—All that portion of the City lying to the West of Waterloo Street and North of Union Street.

SECTION 3.—All that portion of the City lying West of Sydney Street and South of Union Street.

SECTION 4.—All that portion of the City lying East of Sydney Street and South of Duke Street.

SECTION 5.—All that portion of the City lying East of Sydney Street, between Union and Duke Streets.

SECTION 6.—All that portion of the City lying on the West side of the Harbour.

FIRST GATHERINGS OF PUPILS.

In accordance with the Secretary's public advertisement, the children residing within the several Sections of the School District, assembled during the week from January 15th to 20th, 1872, at specified buildings to meet the Board, its Secretary, and a Board of Examiners composed of C. G. Coster, Ph. D., J. Bennet, Ph. D., E. Manning, M. A., W. P. Dole, M. A., J. W. Hartt, M. A., W. Mills, and J. Montgomery, Esquires, and be assigned to the several schools within the Section for which their attainments would fit them. These gatherings were held in the following order:—

FOR SECTION 1.—On Monday, January 15th, at Primary School No. 1 (Bowman's Building), Brussels Street, near Union Street.

FOR SECTION 2.—On Tuesday, January 16th, at the Mechanics' Institute, Carleton Street.

FOR SECTION 3.—On Wednesday, January 17th, at the Grammar School, Germain Street.

FOR SECTION 4.—On Thursday, January 18th, at Advanced School No. 4 (Weldon House), corner of Wentworth and St. James Streets.

FOR SECTION 5.—On Friday, January 19th, at Advanced School No. 3 (Chapman House), Charlotte Street, opposite Horsfield Street.

FOR SECTION 6.—On Saturday, January 20th, at the City Hall, Carleton.

Many hours of each day were thus spent by the Board and its officers in the issue of permits under the signature of the Secretary, who, at the fifteenth meeting of the Board, held on January 22nd, 1872, reported that he had registered the names of 2,776 pupils, of whom 1,551 were boys and 1,225 girls, temporarily graded as follows:—

To Boys Grammar School,	....	....	108
Girls High School,	....	....	107
Advanced Schools,	....	....	913
Primary Schools,	....	....	1648

Of course, the business of grading in such a brief period, and with the crowding inseparable from such gatherings, was of a very superficial character, no definite limits to the grades having at that time been made. This much, however, was accomplished: Within one week; nearly 3000 children had been enrolled by the Secretary, together with their ages, residences, and names of parents or guardians; and a rough classification made of the whole number, into the three divisions of Primary, Advanced, and High Schools, where they could be readily reached and more thoroughly examined for that perfect grading necessary to the complete operation of the system adopted by the Board.

The general appearance of the children who presented themselves at these first gatherings accompanied in many cases by their parents, was exceedingly gratifying; their bright, happy faces beaming with excitement and pleasure at the novelty of the proceedings; and, where the gatherings were in school-buildings, parents and children alike gave expression to their delight at seeing the rooms so comfortably furnished; presenting, as they did, such a marked contrast to those formerly in existence.

On Monday, 22nd January, 1872, the schools ready for the reception of pupils were formally opened, and the following teachers entered upon the duty of instruction:—

Grammar School, Boys—

C. G. Coster, Ph. D., Principal, Grade 3.

E. Manning, M. A., Grade 2.

W. V. Wilkins, B. A., Grade 1.

High School, Girls—

Jarvis W. Hartt, M. A., Principal.

Ann Wetmore, Associate.

Advanced School No. 1, Boys—

W. P. Dole, M. A., Principal, Grade 4.

D. P. Chisholm, Grade 3.

Thomas Stothart, Grades 1 & 2.

Advanced School, No. 2, Boys—

John Bennet, Ph. D., Principal, Grade 2.

W. C. Simpson, Grade 1.

Advanced School No. 2, Girls— Margaret McFee, Grade 2. Isabella Humphrey, Grade 1.	Primary School No. 3, Boys— Abigail A. Williams.
Advanced School No. 3, Girls— Sarah J. Parkin, Principal, Grade 4. Hannah Crawford, Grade 3. }	Primary School No. 4, Boys— Edwin H. Frost, Principal, Grades 3 & 4.
Advanced School, No. 4, Boys— John Thompson, Principal, Grade 1.	Primary School No. 4, Girls— Phoebe Vincent, Grades 3 & 4.
Advanced School No. 4, Girls— Bessie C. Otty, Grade 1.	Primary School No. 4, Mixed— Catherine Barton, Grades 1 & 2.
Advanced School No. 5, Boys—William Mills.	Primary School No. 5, Mixed—Mary Miller.
Advanced School No. 6, Boys—Charlotte Baldwin.	Do. No. 6, Girls—Elizabeth Estey.
Do. Girls—Sara E. Wood.	Primary School No. 7, Mixed— Mary A. Carleton, Grades 3 & 4.
Advanced School No. 7, Girls—S. Caroline Frost.	Terora Carleton, Grades 1 & 2.
Primary School No. 1, Boys— Thomas Simpson, Principal, Grades 3 & 4. D. George Bennet, Grades 1 & 2.	Primary School No. 8, Boys—James Sugrue.
Primary School No. 1, Girls— Marion J. Wood, Grades 3 & 4. Kate Sugrue, Grades 1, 2, 3 & 4.	Do. No. 9, Mixed, Mary E. Wright.
Primary School No. 2, Girls—Annie M. Robinson.	Do. No. 10, Mixed, Bessie H. Boyd.
Primary School No. 3, Girls— Hepzibah Chipman, Principal.	Do. No. 11, Boys—John Finen.
	Do. No. 12, Girls—Amelia Roberts.
	Do. No. 13, Mixed—Maria Theal.
	Do. No. 14, do. Sarah E. Hennigar.
	Do. No. 15, do. Lydia E. Williams.
	Do. No. 16, do. Lizzie Denham.
	Do. No. 17, do. Israel T. Richardson.
	Do. No. 18, do. Maggie J. Robinson.

Annie A. Theal, C. Maria Treadwell, Josephine Wetmore, Hattie A. Barker, Anna B. Frost, Eliza O. Jordan, Janet P. Robertson, Maggie C. Sharpe and Annie Murray, were reserved to do temporary duty wherever the pressure of numbers should call for their assistance, until the new rooms in course of preparation could be opened.

In Carleton, the schools and teachers were as follows:—

Advanced School No. 1, Boys— John Montgomery, Principal. Susie T. Robertson, Associate.	Advanced School No. 1, Girls— Sara R. Whipple, } Associates. Kate E. Carr, }
Primary School No. 2, Boys—Thos. O'Brien, Principal, Grades 3 & 4; Mary A. Nannery, Grades 1 & 2.	

There were reserved for duty, as needed, in schools nearly ready to be opened:—James Ritchie, Margaret Brittain, Deborah A. Thompson, Marion M. McWilliams, and Grace E. Ells.

It was found necessary, however, to make many transfers of teachers during the first term, as the exigencies of the service demanded. A full list of the teachers engaged, their classification, salaries, terms of service, and schools in which they taught, will be found in the semi-annual returns in another portion of this Report.

COURSE OF STUDY.

Having succeeded in starting the schools under the new Law, it became of the utmost importance that a course of study should be prepared and adopted for each grade of the three departments of Primary, Advanced, and High or Grammar Schools, suited to the capacities of the children, and confined within such limits as would best economize the time and talents of the pupils as well as the powers of the teachers, and thereby ensure the most thorough work. The necessity of such a classification of studies being felt by the Board, they called to their aid the services of Dr. Coster, Dr. Bennet, Messrs. Hartt, Mills, Manning, Dole and Montgomery, gentlemen who had long been engaged in the work of Education, and whose experience would guide them to proper results in laying down a simple yet comprehensive course, covering those branches that would prove of the greatest utility in fitting the youth of the City for the duties of future years.

These gentlemen most heartily entered into the work assigned them, and devoted to the preparation of the *curriculum* much time and careful consideration. The views of each were obtained on every subject brought before them, and no onward step was decided on without the fullest discussion, and a conclusion reached in accordance with the deliberate judgment of all.

The result of their labours was submitted in a Report to the Board, which was adopted, and with some additions, was afterwards embodied in the following course of study:—

GENERAL.

1. Pupils shall not be admitted to any of the Public Schools before the age of five years, and they shall continue members of each grade in order, until they shall have satisfactorily completed the course laid down, as certified upon Examination.

2. They shall be carefully instructed in the principles of Christian morality.

3. Care shall be taken in every lesson, but especially in oral and object lessons, to habituate the children to the use of correct language.

PRIMARY SCHOOLS.

GRADE I.

Reading.—Words of four letters, Wall Cards and Primer.

Spelling.—Words of four letters.

Writing.—Words of four letters in script or print on slate.

Arithmetic.—Count numbers to 20. Add together any two numbers whose sum shall not exceed 20.

Objects.—Name and describe objects and their parts.

Form and Color.—Distinguish straight and curved lines. Distinguish and name primary colors.

Miscellaneous.—Name the days of the week, months of the year, and seasons.

GRADE II.

Reading.—Words of two syllables, Royal Reader No. 1.

Spelling.—Words of two syllables.

Writing.—Copy and punctuate on slate, easy sentences from Royal Reader No. 1. Copy on paper capital and small letters, and form words.

Arithmetic.—Work easy sums in addition and subtraction, mentally as well as on slate. Master first half of Multiplication

Table. Set down and read numbers not exceeding three figures.

Objects.—Simple qualities of objects.

Form and Color.—Outline forms of straight and curved lines. Distinguish and name primary and secondary colors.

Natural History.—Distinguish and name common animals.

Animal Physiology.—Distinguish and name the principal parts of the body.

GRADE III.

Reading.—Royal Reader No. 2.

Spelling.—Words from Royal Reader No. 2.

Writing.—Copy and punctuate on slate, sentences from Royal Reader No. 2. Write a plain, legible hand, from head lines.

Arithmetic.—Master the whole of the Multiplication Table. Notate and numerate up to millions. Work short sums in the four primary rules with facility and accuracy, both mentally and on slate. Know the tables of weights and measures. Mulholland's Arithmetic, to section 54.

Geography.—Answer easy oral questions on geographical terms, with use of maps of

the hemispheres.

Objects.—The distinctive qualities and uses of objects.

Form and Color.—Outline forms bounded by straight and curved lines. Distinguish and name the primary, secondary, and tertiary colors.

Natural History.—Distinguish and name common animals, their habits and mode of life.

Animal Physiology.—Distinguish and name the principal parts of the body and their uses.

Natural Philosophy.—Simple forms of matter.

GRADE IV.

Reading.—Royal Reader No. 3. Answer intelligently, questions on the subject of the lesson.

Spelling.—Manning's Speller, to page 31. Spell and give the meanings of common words in the reading lesson.

Writing.—Dictation of easy sentences from Reader. A fair hand on paper.

Arithmetic.—Mulholland to page 84. Tables.

Geography.—Maps of the Hemispheres and New Brunswick. The circles traced on the terrestrial globe,

English Grammar.—Oral lessons on the elements, Robertson's to section 51.

Objects.—Classification of natural and developed qualities.

Form and Color.—Outline Drawing. Harmony of colors.

Natural History.—Structure of animals as adapted to their modes of life. Common forms of plant life. Names of minerals.

Animal Physiology.—Parts of the body and their uses.

Natural Philosophy.—Simple properties of matter. Names of mechanical powers.

ADVANCED SCHOOLS.

GRADE I.

Reading.—Royal Reader No. 4.

Spelling.—Words from Reader in use, with their definition. Classified Speller to the end of Part I.

Writing.—Dictation from Reader. Copy Books.

Arithmetic.—Mulholland to page 112. Tables.

Geography.—Maps of Europe and North America. Review work on Hemispheres and New Brunswick.

English Grammar.—Robertson to page 40. Analyze simple sentences from Reader.

Objects.—Classification of qualities.

Form and Color.—Outline Drawing. Tints and shades.

Natural History.—Classification of animal and plant life. Minerals and their uses.

Animal Physiology.—Adaptation of the parts of the body to uses intended.

Natural Philosophy.—The mechanical powers, Properties of the atmosphere.

GRADE II.

Reading.—Royal Readers Nos. 4 and 5.

Spelling.—Words from Reader, with their definition and derivation, and the use of Manning's Classified Speller.

Writing.—Dictation from reader. Copy Books.

Composition.—Reproduce in other language, any easy narrative read by teacher.

Arithmetic.—Mulholland to end.

Geography.—General knowledge of the Map of the Dominion of Canada and British Empire. Calkin to page . Problems on terrestrial globe.

English Grammar.—Robertson to p. 70. Analyze and parse any ordinary sentence contained in reading lesson.

History.—Chronological outlines.

Geometry.—Geometrical forms. Definitions of the first book of Euclid's Elements. (Chambers').

Drawing.—Outline forms.

Natural History.—Classification of animal and plant life. Minerals and their uses.

Animal Physiology.—The human body, its parts and uses.

Natural Philosophy.—Phenomena of the atmosphere.

Latin.—Bryce's First Book, (in schools where prescribed).

Greek.—Bryce's First Book, (in schools where prescribed).

French and German may be begun with prescribed elementary reading.

GRADE III.

Reading.—Royal Reader No. 5.

Writing.—Dictation from reader. Copy Books.

Spelling.—Classified Speller to page 100.

Composition.—Laurie's First Steps.—Paraphrase narrative passages in Reader.

Arithmetic.—Sangster to page 150.—Tables.

Geography.—Calkin to page 40. Draw maps in that part.

English Grammar.—Robertson throughout. Analyze and parse any prose passage of not more than average difficulty in reader.

History.—First half of authorized text-book on England.

Geometry.—First book of Euclid.

Algebra.—To the end of Simple Equations of one unknown quantity.

Drawing.—Line perspective.

Natural History.—Classification of animal and plant life. Minerals and their uses.

Animal Physiology.—The human body, its parts and uses.

Natural Philosophy.—Phenomena of the atmosphere. Barometer.

Latin.—Bryce's First Book to end.

Greek.—Bryce's First Book.

French and German.—Continued.

GRADE IV.

Reading.—Royal Reader No. 5.

Writing.—Dictation from Reader. Copy Books.

Spelling.—Classified Speller to page 125.

Arithmetic.—Sangster to page 274.

Composition.—Laurie's First Steps.—Write a theme on reading lesson. Write an ordinary letter.

Geography.—Calkin to page 114. Map drawing.

English Grammar.—Robertson throughout.

History.—Text-book on British and British American History.

Geometry.—Euclid, Books II. & III.

Algebra.—As far as Quadratics.

Drawing.—Walter Smith's Series.

Natural History.—Prang's Series.

Natural Philosophy.—Authorized Text-book.

Animal Physiology.—Authorized Text-book.

Book-keeping.—Eaton & Frazee to p. 104.

Astronomy.—Simple exercises on celestial globe.

Latin.—Bryce's Second Book. Virgil, Book I.

Greek.—Bryce's First and Second Books.

French and German.—Pujol continued. Begin Telemaque.

GIRLS' HIGH SCHOOL.

GRADE I.

Reading.—Royal Reader No. 6.

Writing.—Dictation from Reader. Copy Books.

Spelling.—Manning, Part II. Exercises in definition and derivation of words in reading lesson.

Composition.—Dalgleish, Part I. Semi-monthly exercises in epistolary composition. Essays.

Arithmetic.—Review of Fractions and Compound Rules in Sangster, with Proportion, Interest and Discount.

Drawing.—Walter Smith's Series.

Geography.—Calkin, terrestrial globe, mapping, confined to Dominion of Canada.

English Grammar.—Analysis and Syntactical parsing.

History.—British Empire, Rome.

Book-keeping.—Eaton & Frazee.

Algebra.—Todhunter to page 105.

Natural History.—Prang's Series.

Natural Philosophy.—Authorized Text-book.

Latin.—Bryce's First Book.

French.—Pujol. 4 books of Telemaque.

GRADE II.

Reading.—Royal Reader No. 6. Cowper's "Task."

Spelling.—Manning. Latin and Greek roots.

Writing.—Dictation. Copy Books.

Composition.—Dalgleish, part 1 completed. Semi-monthly exercises in epistolary composition. Essays.

Arithmetic.—Sangster complete.

Geography.—Calkin. Bryce's Ancient Geography.

English Grammar. Advanced Analysis and syntactical parsing. Prosody.

History.—Greece.

Geometry.—Euclid, Book I.

Mensuration.

Algebra.—Todhunter to page 200.

Drawing.—Walter Smith's Series.

Natural History.—Prang's Series.

Natural Philosophy.—Authorized Text-book.

Chemistry.—McAdam's "Common Things."

Botany.—Gray's "How Plants Grow."

Latin.—Bryce's Second Book.

French.—Pujol.

GRADE III.

Reading.—Milton's "Paradise Lost."—Shakespeare, (Select Plays). Tennyson or other poets.

Rhetoric.

History of English Literature.

Geometry.—Euclid, Book II. Review Book I.

Algebra.—Todhunter completed.

Astronomy.—Authorized Text-book.—Celestial globe.

Geography.—Bryce's Ancient.

History.—Greece and Rome.

Latin.—Bryce's Second Book. *Æneid*. *De Amicitia*.

Geology.—Outlines.

Botany.—Gray's "How Plants Grow."

Drawing.—Walter Smith's Series.

Natural History.—Prang's Series.

Natural Philosophy.—Authorized Text-book.

French.—Pujol. Charles XII.

German.

BOYS' HIGH OR GRAMMAR SCHOOL.

GRADE I.

Reading.—Royal Reader No. 6.

Spelling.—Manning complete.

Composition.—Dalgleish, Part I.

Arithmetic.—Sangster.

Book-keeping.—Eaton & Frazee.

English Grammar.—Robertson—analysis and parsing.

Geography.—Calkin complete. Ancient, Map No. 1.

History.—British Empire, Rome.

Geometry.—Euclid, Book IV. Review Books I. and II. Definitions Book V.—Practical Mathematics and Tables begun.

Algebra.—Todhunter.

Drawing.—Walter Smith's Series.

Natural History.—Prang's Series.

Natural Philosophy.—Authorized Text-book.

Animal Physiology.—Authorized Text-book.

Latin.—Virgil (*Æneid*).

Greek.—Xenophon (*Anabasis*).

French.—Pujol. Four Books of Telemaque.

German.

GRADE II.

Reading.—Royal Reader No. 6.

English Grammar.—Robertson complete. Analysis and syntactical parsing.

Composition.—Dalgleish, Part II.

Arithmetic.—Sangster complete.

Book-keeping.—Eaton & Frazee complete.

Geometry.—Euclid, Book VI. Review Books III, IV, and definitions of V. Practical Mathematics continued.

Geography.—Calkin, Bryce's Ancient. Maps—Italia Antiqua, Asia Minor Antiqua, Terrestrial Globe.

History.—British N. America, Greece.

Algebra.—Todhunter.
Chemistry.—McAdam's "Common Things."
Drawing.—Walter Smith's Series.
Natural History.—Prang's Series.
Natural Philosophy.—Authorized Text-book.

Animal Physiology.—Authorized Text-book.
Latin.—Horace (Odes).
Greek.—Homer (Iliad).
French.—Pujol. Charles XII.
German.

GRADE III.

Reading.—Cowper's "Task." Milton's "Paradise Lost."
English Grammar.—Analyse, parse and scan any ordinary passage in the poetical selections in course of reading, with derivation.

Composition.—Paraphrase passages from reading lessons. Letter writing. Essays.
Arithmetic.—Sangster complete.
Book-keeping.—Eaton & Frazee complete.

Practical Mathematics.—
Algebra.—Todhunter.
Geography.—Bryce's Ancient. Maps of Grecia Antiqua and the Orbis Romanus.

History.—Outlines of Universal History.
Drawing.—Walter Smith's Series.
Animal Physiology.—Authorized Text-book.
Natural History.—Prang's Series.
Natural Philosophy.—Authorized Text-book.
Latin.—Horace. Finish De Senectute and Pro Archia.
Greek.—Homer. Finish Alcestis of Euripides.
French.—Pujol. Conversations.
German.

RULES AND REGULATIONS.

The Board arranged to hold two school sessions each day; three hours in the morning and two in the afternoon. They placed in the hands of each pupil for the information of parents, a copy of the requisitions of the Board of Education; and embodying the same with other rules of the Board for the guidance of both teachers and pupils, placed them in printed form in a conspicuous place in each school. The Rules thus prepared, are as follows:—

"The schools shall open punctually at 9 A. M., and close at 4 P. M., with an intermission of two hours from 12 to 2 o'clock. There shall also be a morning recess of not more than 15 minutes, to be given between half-past ten and eleven o'clock; and in the Primary Schools only, an afternoon recess of ten minutes, to be given about three o'clock.

"The teachers are required to be in their respective schools at least 30 minutes before the time fixed for opening the school, and pupils on entering are to be subject to the rules of order for school hours.

"No teacher shall be absent from the school during the prescribed hours without permission from the Trustees, except in case of sickness; in which case the absence is to be immediately reported to the Trustees through their Secretary.

"The teachers shall see that the care-takers of the school-buildings faithfully perform their duties, so that the rooms are kept in proper order in respect to cleanliness, neatness, heating and ventilation. In winter the temperature during the first hour of the morning and afternoon shall not exceed 70 degrees, nor 66 degrees during the rest of the day.

"The teachers shall exercise strict vigilance over all the school property under their charge; have a care that yards, sheds and out-houses are kept clean and in order; and see that their respective rooms are locked after school hours. Prompt notice of any supplies which may be required for the schools, or repairs to buildings or furniture, is to be given in writing to the Secretary of the Trustees.

"When the schools are visited by the Chief Superintendent of Education, the Trustees and their Secretary, the City Superintendent or the County Inspector, the pupils shall rise from their seats on the entering and retiring of the visitors, and the utmost respect be paid them while inspecting the school.

"Every teacher shall keep in a conspicuous place in the school-room a Time Table approved by the Trustees, shewing the order of exercises for each day in the week, and the time devoted to each per day.

"The School Register shall be kept with the greatest care and accuracy; and the roll be called every morning and afternoon before the commencement of school work.

"In the conduct of the school the strictest order must be maintained, but no teacher shall resort to corporal punishment as a means of discipline. When the conduct of a pupil is such as to merit extraordinary punishment, the circumstances shall at once be transmitted in writing to the Trustees through their Secretary, for their decision.

"Teachers are required to keep a record of the address of the parents or guardians of their pupils, and so far as is consistent with their other duties, endeavour by intercourse with them to make themselves acquainted with the temperament, habits, and wants of their scholars.

"A Roll of Honor shall be kept of those pupils who are not absent a day from school during each Term; and in case of transfer, an Honor Certificate shall be given to each pupil not absent a day from school while enrolled on the Register.

"Teachers are required to keep a Merit Book for the daily recording of the school standing of the pupils; to be made up and registered weekly, and statedly reported to the parents or guardians of the scholars.

"Teachers are required to be particular—

"That the pupils come to school clean and tidy in person and clothes; avoid idleness, profanity, falsehood and deceit, quarrelling and fighting; be kind and courteous to their fellows; obedient to their instructors, diligent in their studies; and conform to the rules of the school.

"That they present an excuse from parent or guardian, for tardiness or absence from school.

"That they be present at each inspection and examination of the school or department, or present a satisfactory excuse for absence.

"That they be amenable to the teacher for any misconduct on the school premises, or in going to or returning from school, except when accompanied by parent or guardian, or some person appointed by them.

"That they come to school with the prescribed Text-books and school requisites needed in the classes.

"Teachers are not to admit or allow to continue in school, any pupil affected with or exposed to any contagious disease, until all danger of contagion shall have passed away, as certified in writing by a medical man.

"No collection shall be taken up or subscription solicited in school for any purpose, or notice of Shows or Exhibitions given without the consent of the Trustees.

"Any school property that may be wilfully injured or destroyed by any pupil, is to be made good forthwith by his parent or guardian.

"(Signed)

W. H. A. KEANS, *Chairman.*

"JOHN J. MARCH, *Secretary.*"

SCHOOL SESSIONS.

The Board at various times has been called on to consider the question of school sessions, and after mature deliberation they came to the decision that for the winter months it was preferable to hold only one session of five hours, with such intermissions as would relieve the tediousness of long confinement, and afford opportunities for thoroughly ventilating the school-rooms. To secure the carrying out of this decision, correspondence was had with the Board of Education, which resulted in permission to adopt such a course; and for two winters it has been carried into practical effect with general satisfaction. The hours for the spring, summer, and autumn months were changed from those originally named to the following:—

MORNING SESSION—Open at 9.30 A. M.; close at 12.30 P. M.

AFTERNOON SESSION—Open at 1.30 P. M.; close at 3.30 P. M.

APPOINTMENT OF CITY SUPERINTENDENT.

The Board found the duties devolving upon them and their Secretary of such a pressing character, that it became of the utmost importance that assistance should be obtained to aid them in that department of their labors relating to the examination, classification and transfer of pupils, as well as other matters connected with the internal work of the schools; and they, therefore, on the 11th March 1872, withdrew Dr. Bennet from the Principalship of Advanced School No. 2, and appointed him to the position of Superintendent of the City Schools. An account of the work specially referred to his supervision, will be found in his Report hereto annexed.

RESULT OF THE FIRST TERM'S OPERATIONS.

The first School Term closed on the 30th April, 1872, at which time the teachers made up their reports for the Board of Education, which were also embodied in one return from the Trustees. This return, which will be found in full in another portion of this report, may be thus summarized:—

Number of Schools in operation,	-	-	-	-	70
“ Pupils enrolled on School Registers,	-	-	-	-	3,607
“ Pupils under 15 years of age,	-	-	-	-	3,294
“ Pupils over 15 years of age,	-	-	-	-	313
“ Boys,	-	-	-	-	2,069
“ Girls,	-	-	-	-	1,538
“ Departments in Grammar School,	-	-	-	-	3
“ Departments in High School,	-	-	-	-	3
“ Departments in Advanced Schools,	-	-	-	-	21
“ Departments in Primary Schools,	-	-	-	-	39
“ Evening Schools,	-	-	-	-	4
Length of School Term in teaching days,	-	-	-	-	68
Total days' attendance by all the Pupils,	-	-	-	-	146,302
Number of Pupils daily present on an average,	-	-	-	-	2,499
Average number of Pupils daily present in each School,	-	-	-	-	36
Number of official visits to Schools by Trustees and Secretary,	-	-	-	-	190
“ Visits by Inspector and City Superintendent,	-	-	-	-	119
“ “ Members of Parliament,	-	-	-	-	18
“ “ Clergymen,	-	-	-	-	38
“ “ Teachers from other Schools,	-	-	-	-	84
“ “ Other Visitors,	-	-	-	-	284

The Teachers' Reports, which do not, however, shew the whole work performed in the schools, give the number of pupils pursuing the several branches as follows:—Vocal Music, 1,090; Reading, 3,301; Recitation, 1,208; Spelling from Reading Lessons, 2,882; Spelling from classified Text-book, 2,490; Oral Geography, 1,938; Text-book, 641; First lessons in Drawing, 743; Map drawing, 66; Sketch-book, 46; First lessons in Writing, 743; Half-text, 727; Fine-hand, 1,920; Oral Arithmetic, 112; Mental Arithmetic, 2,961; Slate, 2,979; Oral Grammar on reading lessons, 1,396; Text-book and Analysis, 1,776; British American History, 138; British, 736; Greek and Roman, 45; Composition, 646; Book-keeping, 199; Chemistry, 54; Latin, 221; Algebra, 160; Geometry, 176; Navigation, 7; Natural Philosophy, 195; Greek, 60; French, 378; Botany, 12; Natural History, 52.

RESULTS OF SECOND TERM.

The second School Term opened on the 1st May, and closed on the 31st October 1872, embracing a period of 105 teaching days.

The following summary, as shewn by the appended returns, will afford a fair idea of the condition of the schools during this term:—

Number of Schools in operation,	-	-	-	-	76
“ Pupils enrolled on School Registers,	-	-	-	-	4,675
“ Pupils under 15 years of age,	-	-	-	-	4,304
“ Pupils over 15 years,	-	-	-	-	371
“ Boys,	-	-	-	-	2,453
“ Girls,	-	-	-	-	2,222
“ Departments in Grammar School,	-	-	-	-	3
“ “ High School,	-	-	-	-	3
“ “ Advanced Schools,	-	-	-	-	18
“ “ Primary Schools,	-	-	-	-	48
“ Evening Schools,	-	-	-	-	4
“ Pupils attending Grammar School,	-	-	-	-	123
“ “ High School,	-	-	-	-	158
“ “ Advanced Schools,	-	-	-	-	1,053
“ “ Primary Schools,	-	-	-	-	3,076
“ “ Evening Schools,	-	-	-	-	265
Total days' attendance by all the Pupils,	-	-	-	-	252,252
Number of Pupils daily present on an average,	-	-	-	-	2,553
Average number of Pupils daily present in each School,	-	-	-	-	34

Number of official visits to Schools by Trustees and Secretary,	-	168
Number of official visits by Inspector and City Superintendent,	-	292
“ Visits by Members of Parliament,	-	7
“ “ Clergymen,	-	77
“ “ Teachers from other Schools,	-	102
“ “ Other Visitors,	-	358

Number of Pupils studying Vocal Music, 1,592; Reading, 4,948; Recitation, 2,225; Oral Spelling and Definition, 3,683; Spelling Book and Dictation, 2,840; Oral Geography, 2,244; Text-book, 1,163; First lessons in Drawing, 499; Map drawing, 89; Sketch-book, 203; First lessons in Writing, 1,420; Half-text, 823; Fine-hand, 2,240; Oral Arithmetic, 297; Mental, 3,824; Slate, 3,839; Oral Grammar and Analysis, 1,399; Text-book, 2,133; British American History, 160; British, 790; Greek and Roman, 64; Composition, 943; Book-keeping, 140; Chemistry, 127; Latin, 221; Greek, 32; Algebra, 227; Geometry, 210; Navigation, 3; Natural Philosophy, 1,621; French, 327; German, 14.

RESULTS OF THE THIRD TERM.

The Winter Term of 1872-3 opened on November 1st, 1872, and closed on April 30th, 1873, embracing a period of 118 teaching days.

The following facts summarized from the Semi-annual Returns, shew the number of schools in operation, and other particulars:—

Number of Schools,	-	-	-	-	-	76
“ Pupils enrolled on School Registers,	-	-	-	-	-	4,231
“ Pupils under 15 years of age,	-	-	-	-	-	3,909
“ Pupils over 15 years,	-	-	-	-	-	322
“ Boys,	-	-	-	-	-	2,297
“ Girls,	-	-	-	-	-	1,934
“ Departments in Grammar School,	-	-	-	-	-	3
“ “ High School,	-	-	-	-	-	3
“ “ Advanced Schools,	-	-	-	-	-	18
“ “ Primary Schools,	-	-	-	-	-	49
“ Evening Schools,	-	-	-	-	-	2
French and German School,	-	-	-	-	-	1
Number of Pupils attending Grammar School,	-	-	-	-	-	113
“ “ High School,	-	-	-	-	-	150
“ “ Advanced Schools,	-	-	-	-	-	1,001
“ “ Primary Schools,	-	-	-	-	-	2,799
“ “ Evening Schools,	-	-	-	-	-	168
Total days' attendance by all the Pupils,	-	-	-	-	-	282,264
Number of Pupils daily present on average,	-	-	-	-	-	2,456
Average number of Pupils daily present in each School,	-	-	-	-	-	33
Number of official visits by Trustees and Secretary,	-	-	-	-	-	176
“ “ Inspector and City Superintendent,	-	-	-	-	-	361
“ Visits by Members of Parliament,	-	-	-	-	-	20
“ “ Clergymen,	-	-	-	-	-	58
“ “ Teachers from other Schools,	-	-	-	-	-	105
“ “ Other Visitors,	-	-	-	-	-	260

Number of Pupils studying Vocal Music, 1,397; Reading, 4,133; Recitation, 2,394; Oral Spelling, 3,478; Spelling-book and Dictation, 2,821; Oral Geography, 2,345; Text-book, 1,240; First lessons in Drawing, 363; Map drawing, 146; Sketch-book, 240; First lessons in Writing, 901; Half-text, 838; Fine-hand, 2,159; Oral Arithmetic, 309; Mental, 3,488; Slate, 3,599; Oral Grammar and Analysis, 1,468; Text-book, 2,023; British American History, 197; British, 977; Greek and Roman, 144; Composition, 907; Book-keeping, 159; Chemistry, 142; Latin, 217; Greek, 42; Algebra, 204; Geometry, 195; Navigation, 8; Natural Philosophy, 848; Botany, 5; Astronomy, 2; French, 258; German, 22.

RESULTS OF FOURTH TERM.

The Summer Term of 1873 opened on the 1st May, and closed on the 31st October, embracing a period of 103 teaching days. The following is a summary of particulars:—

Number of Schools in operation,	-	-	-	-	81
" Pupils enrolled on School Registers,	-	-	-	-	4,067
" Pupils under 15 years of age,	-	-	-	-	3,879
" Pupils over 15 years,	-	-	-	-	188
" Boys,	-	-	-	-	2,109
" Girls,	-	-	-	-	1,958
" Departments in Grammar School,	-	-	-	-	3
" " High School,	-	-	-	-	5
" " Advanced Schools,	-	-	-	-	19
" " Primary Schools,	-	-	-	-	53
" French and German School,	-	-	-	-	1
" Pupils attending Grammar School,	-	-	-	-	101
" " High School,	-	-	-	-	197
" " Advanced Schools,	-	-	-	-	912
" " Primary Schools,	-	-	-	-	2,917
Total days' attendance by all the Pupils,	-	-	-	-	244,446
Number of Pupils daily present on average,	-	-	-	-	2,506
Average number of Pupils daily present in each School,	-	-	-	-	31
Number of official visits by Trustees and Secretary,	-	-	-	-	154
" " Inspector and City Superintendent,	-	-	-	-	292
" Visits by Members of Parliament,	-	-	-	-	1
" " Clergymen,	-	-	-	-	21
" " Teachers from other Schools,	-	-	-	-	126
" " Other Visitors,	-	-	-	-	159

Number of Pupils studying Vocal Music, 1,436; Reading, 4,049; Recitation, 2,832; Oral Spelling and Definition, 3,763; Spelling-book and Dictation, 2,762; Oral Geography, 2,118; Text-book, 1,253; First lessons in Drawing, 496; Map drawing, 157; Sketch-book, 206; First lessons in Writing, 1,343; Half-text, 864; Fine-hand, 2,096; Oral Arithmetic, 1,284; Mental, 3,339; Slate, 3,591; Oral Grammar and Analysis, 1,536; Text-book, 1,848; British American History, 230; British, 1,046; Greek and Roman, 113; Composition, 908; Book-keeping, 122; Chemistry, 181; Latin, 190; Greek, 28; Algebra, 198; Geometry, 218; Navigation, 7; Natural Philosophy, 713; Land Surveying, 2; French, 227; German, 25.

FINANCIAL AFFAIRS.

The difficulties experienced by the Board for want of funds to carry on its operations, especially during the first year, were very great. The Trustees, however, succeeded in obtaining loans from the Provincial Treasury to the extent of \$27,000, which enabled them to meet their engagements until the assessment for school purposes began to come in. Meanwhile, they had also realized by the sale of School Debentures at *par* sufficient means to meet the expenditure for furnishing and repairs, as authorized by order of the Common Council, and also to pay for the lands and buildings purchased.

In order to afford the fullest information as to the basis upon which the Board arrived at a conclusion as to the amount of money that would be required to carry on the City Schools during the first year, and on to the time when the next year's assessments would be made available, your Secretary directs attention to the following report of the Committee on Estimates for the year 1872:—

" Board of School Trustees of Saint John, April 16th, 1872.

" TO THE CHAIRMAN OF THE BOARD,—

" The Committee on Estimates having examined the Expenditures of this Board and the probable wants of the City Schools for the current year, as carefully as the newness of the position in which they are placed and the absence of former Estimates enabled them, herewith present a statement of the result of their labours:—

" RENTS.—There are at present twenty-nine buildings or parts of buildings—exclusive of the Weldon House—in the possession of the Trustees, and for which the Board have agreed to pay an annual rent of \$4,266. It will be necessary to secure an additional number of rooms on both sides of the harbour, to accommodate the large number of pupils who are seeking admission to the schools, as well as to relieve some of the schools that are already over-crowded. The Committee think that the Board will require \$5,000 to meet the rent account for the year,

TEACHERS.—We have already on the staff 20 male and 43 female teachers. Engagements are being made with several others under the direction of the several Committees. The salaries of those already at work amount to \$25,190. Your Committee, after carefully considering the whole subject, deem it necessary to secure the services of at least 75 teachers, and estimate the probable aggregate salaries at \$30,000.

FUEL.—Your Committee estimate the cost of fuel to meet our school requirements for the year at \$1,500.

LIGHT.—For Night Schools, \$500.

INSURANCE.—Insurance has already been effected on the Weldon House, on the furniture and apparatus at present in our schools and on the building improvements. It will be necessary to increase the furniture and apparatus, and to make improvements in buildings yet to be secured. Your Committee estimate the whole insurance for the year at \$300.

INDIGENT PUPILS.—Your Committee think that \$250 will be required for this service during the year.

PRINTING AND ADVERTISING.—Your Committee estimate this service at \$750 for the year.

APPARATUS.—To procure the whole of the apparatus required for the use of our schools will involve an expenditure of at least \$3,000, but as it is possible to proceed with only a portion of it at present, your Committee would recommend that the expenditure of the year for that purpose be limited to \$1,000.

GRAMMAR SCHOOLS.—Your Committee place \$3,000 in their Estimates to meet our engagements with the Grammar School Board.

OFFICE EXPENSES.—The salary of our Secretary, and the office rent and care taking, amount to a trifle over \$1,000. A considerable quantity of furniture, maps, books, &c., has been procured this year, which will serve for office use for many years, but of necessity must now be paid for. Adding the ordinary incidental expenses, your Committee estimate our wants under the head of Office Expenses at \$2,000.

INTEREST.—Irrespective of the \$10,000 borrowed by this Board at the outset of operations from the Provincial Government, and for which interest must be provided, your Committee estimate that interest must also be paid on at least \$50,000 of Debentures, \$21,000 of which has already been issued by consent of the Common Council, and \$6,000 additional to purchase the Weldon property. A further amount must at once be issued to pay the large additional liabilities incurred in repairing and altering buildings and procuring furniture. Your Committee estimate that all these various expenditures necessitate the payment of interest on at least \$60,000, and therefore set down the amount required on this account at \$3,600.

CARE OF BUILDINGS.—The various school-buildings are in charge of persons who are employed to keep them in a cleanly condition, and to have the schools properly heated and in good order. We estimate the cost of this service for the year at \$4,000.

AGGREGATE AMOUNTS.—

Rents,	\$5,000	Printing & advertising,	\$750
Teachers,	30,000	Apparatus,	1,000
Fuel,	1,500	Grammar School,	3,000
Light,	500	Office Expenses,	2,000
Insurance,	300	Interest,	3,600
Indigent Pupils,	250	Care of Buildings,	4,000—Total, \$51,900.

COUNTY FUND.—The School Law requires the Clerk of the Peace to assess the County for an amount which will realize a County School Fund netting thirty cents per head on the aggregate population of the County, as it appears by the Census returns. Presuming that the assessment will be based on the Census of 1871, this fund will amount to at least \$15,600

From the best information that we can procure, we estimate the number of teachers entitled to be paid from the County Fund at 150, the payment of \$20 each amounting to

\$3,000

Leaving \$12,600 to be divided among the several Districts, in proportion to the average attendance of pupils during the year. Your Committee estimate the amount thus to be obtained by this Board from that fund at two-thirds of the whole amount, say \$7,750

Add \$20 each for 75 City Teachers,

1,500

Making a total of

\$9,250

to be deducted from our estimated necessities of \$51,900, leaving \$42,650 to be raised by a City assessment to meet the necessities of the year.

"PROVISION FOR NEXT YEAR.—Your Committee think that this Board should have sufficient money at their command to meet the school requirements for that portion of next year, preceding the usual collection of the assessments, as otherwise it will be necessary to procure a loan to meet the requirements of the early part of the year 1873. The Committee would, therefore, recommend that an additional amount be asked for to meet those requirements, which amount we estimate at \$22,000.

"Respectfully submitted.

"(Signed)

CHARLES A. EVERETT,
JOHN V. ELLIS,

A. CHIPMAN SMITH,
W. H. A. KEANS."

The Board, after the most careful consideration of this report, decided to call upon the Common Council for an assessment of \$60,000 to meet the requirements of the Board for the first year's operations, and to provide a balance for the interval when money would not be likely to be coming in.

It will be seen by the accompanying statement, that on account of the City assessment the amount received by the Board from the City Chamberlain during the year was only \$13,869.50. During the year 1873, however, there was handed over to the Board on account of the assessment for 1872, \$32,436.64, leaving \$13,693.86 still unpaid.

The report of the Auditors of School Accounts, appointed by the Common Council for 1872, was as follows:—

"To His Worship the Mayor and Commonalty of the City of Saint John.

"GENTLEMEN,—

"Having been appointed Auditors by you under authority of the Provincial Legislature, to examine the Books and Accounts of the Trustees of Schools for the City of St. John, ending 31st December, 1872, we beg leave to state—That soon after our appointment, we met from day to day at the office of the School Trustees, when the Books and Accounts were laid before us. After a thorough and careful examination, found them clearly and methodically stated, and comparing the same with the vouchers, found them correct in every particular, and are as follows:—

To amount realized on account of sale of \$30,750 Debentures,	....	\$30,750 00
Received from County Treasurer, 6 months' County funds,	....	5,019 57
" City Chamberlain, on account City assessment,	....	13,869 50
" Dennis Lawlor, for rent of property on Duke Street, 6 mos.	....	126 00
" Provincial Secretary, &c. on Loan,	....	27,000 00
		<hr/>
		\$76,765 07

Cr.

By Capital Account—

For lands and buildings,	....	....	\$11,675 34
Repairs of buildings by order of Trustees,	....	....	3,482 58
Furnishing School-buildings,	....	....	19,025 98
			<hr/>
			\$34,183 90

By Income Account—

For Office Expenses, including Furnishing, Advertising,			
Printing, &c.	....	....	\$1,162 66
Secretary, Salary for 13 months,	....	....	866 67
City Superintendent, Salary 7 months,	....	....	700 00
Fuel for Schools,	....	....	950 77
Rent of Buildings,	....	....	3,013 65
Books for indigent Pupils,	....	....	91 91
Insurance,	....	....	203 48
Allowance to Grammar School 10 months,	....	....	2,500 00
Care of Schools,	....	....	1,831 93
Interest on Debentures,	....	....	673 85
Gas and Water Rates,	....	....	77 50
Teachers' Salaries for 10 months,	....	....	21,146 58
Cash in Bank 31st Dec. 1872,	....	....	9,362 17
			<hr/>
			\$76,765 07

The estimated Expenditure for 1873 was as follows:—

Rent of 35 Buildings, covering 79 rooms, .....	.....	.....	\$5,300 00
Salaries of 82 Teachers, .....	.....	.....	31,000 00
Grammar School as per agreement, .....	.....	.....	3,000 00
Care of Buildings, .....	.....	.....	3,000 00
Fuel, Light and Water, .....	.....	.....	2,000 00
Apparatus, .....	.....	.....	1,000 00
Insurance on Buildings and Furniture, .....	.....	.....	300 00
Books, &c. for Indigent Pupils, .....	.....	.....	150 00
			<hr/>
			\$45,750 00
Office,—Salaries, .....	.....	.....	\$2,200 00
Rent, .....	.....	.....	160 00
Fuel and Light, .....	.....	.....	25 00
Furniture, .....	.....	.....	25 00
Stationery and Books, .....	.....	.....	100 00
Printing and Advertising, .....	.....	.....	200 00
Care, .....	.....	.....	30 00
Incidentals, .....	.....	.....	50 00
			<hr/>
			2,790 00
Interest on \$30,750 Debentures, \$27,000 Government Loan, and \$3,000 Bank advance on County Fund, .....	.....	.....	3,500 00
Unforeseen Expenses, .....	.....	.....	210 00
			<hr/>
			\$52,250 00
Less—Estimated Receipts from County Fund, .....	.....	.....	9,250 00
			<hr/>
Amount required to be assessed, .....	.....	.....	\$43,000 00

Of this amount it will be seen by the following Statement, that the Board received during the year 1873, \$15,196-52, leaving a balance of \$27,813-48 unpaid. The total amount of assessments asked for during the two years was \$103,000, of which the Board has received from the City Chamberlain \$61,502-66.

Statement of the Receipts and Expenditures of the Board of School Trustees of Saint John, from
January 1st 1872, to December 31st, 1873.

	1872.	1873.	Totals.	
RECEIVED FROM—				
Sale of School Debentures,	\$30,750 00	\$4,800 00	\$35,550 00	
Loan from Provincial Treasury,	27,000 00	.....	27,000 00	
From County Fund,	5,019 57	9,035 50	14,055 07	
City assessment 1872, \$60,000 00	13,869 50			
Do. 1873, \$43,000 00—On 1872, \$32,436 64 } On 1873, \$15,196 52 }	.....	47,633 16	61,502 66	
Rents of Buildings,	126 00	88 00	214 00	
Imperial Insurance Co. award for damage by fire at High School, .....	....	114 00	114 00	\$138,435 73
EXPENDED FOR—				
Lands and Buildings,	11,675 34	.....	\$11,675 34	
Repairing School Buildings,	8,482 58	1,896 64	5,379 22	
Furnishing Schools with Desks, Chairs, Stoves, Maps and Apparatus,	19,025 98	3,430 90	22,456 88	
Refunding Loan Provincial Treasury, .....	.....	10,000 00	.....	\$339,511 44
Teachers' Salaries,	21,146 58	30,544 78	\$51,696 36	10,000 00
Rents of Buildings,	8,013 65	4,862 04	7,875 69	
Support of Grammar School,	2,500 00	3,000 00	5,500 00	
Care of Buildings,	1,831 93	8,169 07	5,001 00	
Office,—Furniture, Books, Stationery, Rent, Care, and Secy's Salary,	2,729 33	2,031 77	4,761 10	
Wood and Coal for Schools,	950 77	1,922 23	2,873 00	
Books for Indigent Pupils,	91 91	26 58	118 41	
Interest on Debentures,	673 85	1,263 05	2,632 57	
Do. Loan from Provincial Treasury, .....	.....	695 67	.....
Insurance, Gas & Water, and sundry Supplies,	280 98	1,857 22	2,138 20	
Balance Cash on hand, .....	....	.....	.....	\$132,102 77
				6,332 96
				\$138,435 73

**Statement shewing Receipts and Expenditures on Capital & Income
Accounts for the Year ended 31st December, 1873.**

Service.	Amounts.	Service Totals.	Totals.
CAPITAL.			
<i>Received</i> from sale of Debentures, ....	....	\$4,800 00	
Borrowed from Loan Account, ....	....	527 54	\$5,327 54
<i>Expended</i> for furnishing School-buildings, ....	....	\$3,430 90	
“ Repairing do. ....	....	1,896 64	\$5,327 54
INCOME.			
Cash on hand 1st January, 1873, ....	....	\$9,362 17	
<i>Received</i> —City assessment on 1872,	\$32,436 64	....
Do. 1873,	15,196 52	47,633 16	
County Fund, ....	....	9,035 50	
Rents and Insurance award, ....	....	202 00	\$66,232 83
<i>Expended</i> —Refund on Loan, ....	....	\$10,000 00	
Loan to Capital, ....	....	527 54	
For Teachers' Salaries,	\$30,544 78		
Rents of Buildings,	4,862 04		
Support of Grammar School,	3,000 00		
Care of School-buildings,	3,169 07		
Fuel,	1,922 23		
Books for Indigent Pupils,	26 50		
Interest on Debentures,	1,263 05		
Do. Loan,	695 67		
Office Expenses and Secretary's Salary,	2,031 77		
Insurance and Supplies,	1,857 22		
		49,372 33	
Cash on hand December 31st, 1873, ....	....	6,332 96	\$66,232 83

**Balance Sheet Capital & Income Account Board of School Trustees
of Saint John, from Jan. 1st 1872, to Dec. 31st, 1873.**

Service.				Amounts.	Service Totals.	Totals.
CAPITAL.						
Received from sale of Debentures,	....	....	....	....	\$35,550 00	
“ Loan Account,	....	....	....	....	3,961 44	\$39,511 44
Expended for Lands and Buildings,	....	....	....	....	\$11,675 34	
“ Repairing do.	....	....	....	....	5,379 22	
“ Furnishing do.	....	....	....	....	22,456 88	\$39,511 44
INCOME.						
Received from Loan Provincial Treasurer,				....	\$27,000 00	
City assessments,	....	....	....	\$61,502 66		
County Fund,	....	....	....	14,055 07		
Rents and Insurance award,	....	....	....	328 00		
					75,885 73	\$102,885 73
Expended for Loan to Capital,	....	....	....	....	\$3,961 44	
Refund to Loan,	....	....	....	....	10,000 00	
Teachers' Salaries,	....	....	....	\$51,691 36		
Rents,	....	....	....	7,875 69		
Support of Grammar School,	....	....	....	5,550 00		
Care of Buildings,	....	....	....	5,001 00		
Office Expenses and Secretary's Salary,	....	....	....	4,761 10		
Fuel,	....	....	....	2,873 00		
Books for Indigent Pupils,	....	....	....	118 41		
Interest on Debentures and Loan,	....	....	....	2,632 57		
Insurance, &c. and Supplies,	....	....	....	2,138 20		
					82,591 33	
Cash on hand,	....	....	....	....	6,332 96	\$102,885 73

It will be seen by the foregoing statements, that the Board expended for the purchase of lands and buildings, and the repair and furnishing of school-buildings, \$3,961.44 over and above the amount realized by the sale of Debentures, which extra amount was taken from the loan obtained from the Provincial Treasury. To obtain the expenditure for school purposes pure and simple, we must deduct from the \$82,591.33 the sum of \$761.10, the value of property now in the office, which reduces the cost of maintenance of all the Public Schools for the two years to \$81,830.23.

Within the time named 6,444 distinct pupils were enrolled on the School Registers, each one of whom made an attendance on the average of over 36 per cent. for the whole of that extended period. The exact cost per pupil has therefore been \$12.69, or \$6.35 per year, an amount by no means extravagant when the position of the Board in view of the difficulties inseparable from the introduction of a new system, is compared with that of more favoured and longer established bodies in other parts of the Dominion and in the United States.

The movable property in the schools under the control of the Board of Trustees, may be thus particularized:—

“ 3,700 pupils' desks in black oak and cherry, with iron standards, provided with oak, birch and maple chairs on iron pedestals; 85 teachers' desks in black oak; 105 oak chairs; 60 platforms; 80 stoves; 800 joints of pipe and 160 elbows; 72 tin stove shields; 75 sheets

of zinc; 30 large shovels; 80 fire-shovels; 80 coal-scuttles; 80 pokers; 80 stove-cranks; 20 dust-pans; 50 bannister-brushes; 75 brooms; 50 pails; 50 cups; 12 ink-jars; 36 wash-stands; 36 metal basins; 3,000 clothes-hooks; 50 clocks; 65 thermometers; 10 cup-boards; 13 water-jars; 75 school-bells; 65 dictionaries; 25 clothes-presses; 21 globes; 21 globe-boxes; 100 blackboard-erasers; 120 boxes crayons; 100 register-covers; 40 sets wall-cards; 30 sets sheet lessons; 9 sets gas-fittings; 40 oil lamps; 16 ink-cans; 6 water pitchers; 85 roll of honor frames; 2,000 patent ink-wells; 2,182 feet slated blackboards; 140 wall-maps; the whole valued at \$27,550."

Some of these articles are, of course, constantly in need of replenishing, but the majority are supplies that will prove serviceable for many years, without any great deterioration in value.

ROLL OF HONOR.

The following are the names of pupils who were not absent a day from school, from the opening of the Public Schools to the 31st October, 1872:—

HIGH SCHOOL.

Grade 2, Miss A. A. Theal, Teacher.—Annie A. Everett.

ADVANCED SCHOOL.

No. 2, Grade 1, Mr. W. C. Simpson, Teacher.—James Sealey.

PRIMARY SCHOOLS.

No. 1, Grade 4, Mr. T. Simpson, Teacher. Richard W. Roberts.

No. 3, Miss A. B. Frost, Teacher.—Arthur J. Nickerson.

No. 10, Miss Boyd, Teacher.—Eliza H. Roberts.

No. 15, Miss Williams, Teacher.—George Burridge.

The following pupils were not absent a day from School during the Winter Term 1872-3:—

HIGH SCHOOLS.

Grade 1, Miss C. M. Treadwell, Teacher. Elizabeth J. Thomas, Mary A. McFee.

Grade 2, Miss A. A. Theal, Teacher.—Annie A. Everett (second time), Minnie Everitt, Mary Sealy, Mary E. White, Bessie Mitchell.

ADVANCED SCHOOLS.

No. 1, Grade 3, Mr. D. O. Chisholm, Teacher.—James Burridge.

No. 2, Grade 2,—Boys,—Mr. J. Harper, Teacher.—David McLellan, Arthur Miles, Earnest C. March, Carey McFeters.

No. 2, Grade 2, Girls, Miss M. McFec, Teacher.—Clara Sulis, Maggie Sealy, Fanny Laird.

No. 2, Grade 1, Boys, Mr. W. C. Simpson, Teacher.—James Sealy (2nd time), Richard W. Roberts (2nd time).

No. 3, Grade 3, Miss J. P. Robertson, Teacher.—Susie Leavitt, Clara Burridge.

No. 3, Grade 2, Miss H. Crawford, teacher. Kate Sinclair.

No. 4, Boys, Mr. J. Thompson, Teacher. Charles A. Fisher, William Sime, William Reid, William Clawson.

No. 4, Girls, Miss B. C. Otty, Teacher. Jane Burrel, Ella Dick, Sarah McNally.

PRIMARY SCHOOLS.

No. 1, B, Miss Kate Sugrue, Teacher.—Lizzie Murray.

No. 3, Boys, Miss H. B. Frost, Teacher. Arthur J. Nickerson (2nd time).

No. 3, Girls, Miss M. J. Wilkins, teacher. Janet Dickson.

No. 7, Miss T. Carleton, Teacher.—Edw. Gorman.

No. 8, Mr. J. Sugrue, Teacher.—William Ougler, Herbert Hutchings.

No. 10, Boys, Grade 4, Mr. J. McAllister, Teacher.—Earnest Schæfer.

No. 10, Girls, Grade 4, Mrs. M. A. Watts, Teacher.—Susie Kedey, Mary J. Roberts, Eliza Helen Roberts (2nd time).

No. 10, Girls, Grade 2, Miss B. H. Boyd, Teacher.—Clara Pullen, Sadey Pullen.

No. 13, Miss M. Theal, Teacher.—Edwin K. Travis, Albert Prince, Alice Prince, Bessie Marten, William Keohan.

No. 15,—Boys,—Miss A. A. Williams, Teacher.—Charles F. Clarke, George Burridge (2nd time).

No. 15,—Girls,—Miss L. E. Williams, Teacher.—Alice Carey, Susan Reubens.

No. 21, Mr. D. G. Bennet, Teacher.—Thomas R. Jones.

CARLETON.

ADVANCED SCHOOLS.

No. 1, Boys, Mr. J. Montgomery, teacher. James R. Mace.

No. 1, Girls, Miss S. E. Whipple, teacher. Maggie L. Whipple, Anna G. Whipple, Anna L. Scoboyia, Roberta A. Harding.

PRIMARY SCHOOLS.

No. 1, Boys, Grade 4, Mr. G. E. Baxter, Teacher.—Adkin S. Hartley.

No. 1, Grades 1 & 2, Miss M. McWilliams, Teacher.—Helen Price, Maggie Price, Minnie Perry, Fred. Hartley.

No. 3, Mrs. C. E. Heustis, Teacher.—Edna Dunham.

No. 5, Miss K. E. Carr, Teacher.—Sophie Robinson, Kate Belyea.

The following pupils were not absent

a day from School during the Summer Term of 1873 :—

GRAMMAR SCHOOL.

Grade 3, Dr. C. G. Coster, Teacher.—
John Mace, Alexander Rankine.

HIGH SCHOOLS.

Grade 2, Miss A. A. Theal, Teacher.—
Annie A. Everett (3rd time), Ada Barbour,
Mary Sealy (2nd time), Bessie Mitchell,
(2nd time), Annie Fritz, Maggie Patton,
Lilias Sulis, Minnie Everitt (2nd time),
Florence Northrup.

Grade 2, Miss J. P. Robertson, Teacher.
Frances Hamlyn, Minnie Reed.

Grade 1, Miss C. M. Treadwell, Teacher.
Mary A. M'Fee (2nd time), Lizzie Travis.

Grade 1, Miss J. Wetmore, Teacher.—
Emma Beatty.

ADVANCED SCHOOLS.

No. 1. Grade 3, Mr. D. P. Chisholm,
Teacher.—George Moore.

No. 2, Grade 2, Boys, Mr. W. A. Smith,
Teacher.—H. Woodworth, A. Miles (2nd
time), E. C. March (2nd time).

No. 2, Grade 2, Girls, Miss M. McFee,
Teacher.—Maggie Sealy (2nd time).

No. 2, Grade 1, Boys, Mr. W. C. Simp-
son, Teacher.—James Sealy (3rd time),
Robert Murray, William Millar, Richard
W. Roberts (3rd time), Thomas Jenkins.

No. 3, Grade 2, Miss H. Crawford, teacher.
Kate Smith.

No. 3, Grade 1, Miss M. Cameron, teacher.
Annie Mitchell.

No. 4, Boys, Mr. J. Thompson, Teacher.
Henry Wilson, Samuel Shanklin, Alex.
Jardine.

No. 6, Grade 4, Miss A. M. McCallum,
Teacher.—Maud Narraway.

No. 6, Grades 1 & 2, Miss B. C. Otty,
Teacher.—Lottie Fallis, Mary Ward, Min-
nie Robertson, Kate Disbrow, Minnie Crear,
Mary Jape Roberts (2nd time).

PRIMARY SCHOOLS.

No. 1, Boys, Mr. Thos. Simpson, teacher.
James R. Hale, John Davidson.

No. 1, Boys, Miss Lucie Currie, Teacher.
Robert Parks.

No. 3, Boys, Miss A. B. Frost, Teacher.
Arthur J. Nickerson (3rd time), Charles
Tait.

No. 3, Girls, Miss M. J. Wilkins, teacher.
Maggie Tait, Emma Betz, Mary Cusick.

No. 4, Girls, Miss C. Whitney, Teacher.
Clara Watson.

No. 7, Miss T. Carleton, Teacher.—Edw.
Gorman, (2nd time), John Edgett.

No. 8, Boys, Mr. James Sugrue, Teacher.
Thomas Bartlett, Frederick Friel.

No. 8, Girls, Miss K. Sugrue, Teacher.—
Rose Ann Rogers.

No. 10, Boys, Mr. J. McAllister, Teacher.
Arthur Melrose.

No. 10, Grades 3 & 4, Girls, Mrs. M. A.
Watts, teacher.—Jane M'Cutcheon, Theresa
Young.

No. 10, Girls, Grade 2, Miss B. H. Boyd,
Teacher.—McIlveen.

No. 11, Mr. John Finen, Teacher.—John
Finen.

No. 15,—Boys,—Miss A. A. Williams,
Teacher.—John B. Davies, Herbert W.
Davies.

No. 15,—Girls,—Miss L. E. Williams,
Teacher.—Ida L. Rutherford.

No. 20, Boys, Mr. D. M. Sterns, Teacher.
Roland Evans, Alfred McNally, Samuel
Dunham.

No. 20, Girls, Miss S. E. Wood, Teacher.
Mary Johnston.

CARLETON.

ADVANCED SCHOOLS.

No. 1, Girls, Miss S. E. Whipple, teacher.
Ella Dunham, Anna G. Whipple (second
time), Kate Robertson.

No. 2, Miss A. T. Taylor, Teacher.—
Bertha Brittain, Ellen Watters.

PRIMARY SCHOOLS.

No. 1, Boys, Mr. Geo. E. Baxter, Teacher.
Charles Clark, Joseph Neptune, Fenton
Thomas, Fred. Sewell.

No. 1, Grades 1 & 2, Miss M. M. McWil-
liams, Teacher.—Bertha Clark, Henrietta
Lander.

No. 2, Grade 2, Miss M. A. Nannery.
Teacher.—Daniel Donohoe, John Sullivan.

No. 3, Boys, Mr. W. D. Baskin, Teacher.
Glendon Scoboria.

No. 3, Girls, Mrs. M. Brittain, Teacher.
Margaret Hanna, St. Clair McMillan.

No. 4, Mr. Andrew Nesbitt, Teacher.—
Alice Maud Cougle.

The following pupils were candidates
for the Honor Roll, and failed to make
a perfect attendance only by reason of
sickness or death in their families :—

HIGH SCHOOLS.

Grade 2, Miss A. A. Theal, Teacher.—
Nannie Baldwin.

Grade 1, Miss C. M. Treadwell, Teacher.
Elizabeth J. Thomas (2nd time), Lottie
Olive.

Grade 1, Miss J. Wetmore, Teacher.—
Fannie Laird (2nd time).

ADVANCED SCHOOLS.

No. 2, Grade 1, Mr. W. C. Simpson,
Teacher.—Herbert O. Patterson.

No. 3, Grade 1, Miss M. Cameron, teacher.
Christina McLaren, Sophia McLaren.

No. 4, Boys, Mr. J. Thompson, Teacher.
Fred. Herrington, John A. Sharp, George
Little.

PRIMARY SCHOOLS.

No. 10, Boys, Mr. J. McAllister, teacher.
Walter McLeod.

No. 20, Boys, Mr. D. M. Sterns, Teacher.
Frederick Flaglor.

CARLETON.

PRIMARY SCHOOLS.

No. 1, Grades 1 & 2, Miss M. M. McWilliams, Teacher.—Thos. J. Howard, Willie K. Howard.

No. 2, Mr. T. O'Rielly, Teacher.—Fred. Glasgow.

No. 7, Miss S. T. Robertson, Teacher.—Henry Allen, Bessie Allen, Frank Clark.

The following pupils made a perfect attendance from the date of their entering school after the opening of the Term:—

HIGH SCHOOL.

Grade 2, Miss A. A. Theal, Teacher.—Elzina Gosline.

ADVANCED SCHOOLS.

No. 2, Grade 2, Boys, Mr. W. A. Smith, Teacher.—W. Moore.

Many of the pupils named above, as well as a large number of others, have thus far made a perfect attendance in the Term which opened on November 1st, 1873.

The efforts put forth by the teachers to secure a regular and punctual attendance of pupils are, of late, meeting with a much larger degree of success than heretofore, and your Secretary expects to be in a position to report a largely increased Roll of Honor for the ensuing year.

CHANGES IN THE BOARD.

As stated at the opening of this Report, the Board of Trustees consisted of Messrs. Keans, Everett, Boyd, Lockhart, Furlong, Smith, and Ellis.

At the meeting of the Board on the 8th February, 1872, letters were read from B. L. Peters, Esquire, Common Clerk, announcing the retirement from the Board of Thomas Furlong, Esquire, and the appointment by the Common Council of M. McDonough, Esquire, to fill his place; that Mr. McDonough had declined to serve, and that Zebedee Ring, Esquire, had been appointed to the vacant seat.

At a meeting of the Board held on the 1st September, 1873, the resignation of Mr. Keans was announced, and the appointment by the Governor in Council of Charles A. Everett, Esquire as Chairman of the Board, and of C. H. Fairweather, Esquire, to fill the vacant seat.

On the retirement of Mr. Keans, the Board unanimously adopted the following Resolution:—

“Resolved, That by the resignation of W. H. A. Keans, Esquire, as Chairman of the Board of School Trustees of Saint John, the members of this Board have sustained a severe loss, and they cannot allow him to depart without placing on record their high estimate of the earnest diligence, unwearied zeal, and constant attention he has given to the interests of the City Public Schools since the inauguration of the existing system,—interests which required the devotion of a large portion of his time, for which he received no payment whatever,—the satisfaction of having performed his duty faithfully in this position, as he has in so many others of a public character, being his only reward.”

MEMORIAL.

During the two years of the existence of the Free School system, Death has removed two of the teachers on the staff of the Board of Trustees.

No. 2, Grade 1, Boys, Mr. W. C. Simpson, Teacher.—Charles Henry, Frederic Armstrong.

PRIMARY SCHOOLS.

No. 4, Boys, Mr. E. H. Frost, Teacher. Charles Henry.

No. 10, Grades 3 & 4, Girls, Mrs. M. A. Watts, Teacher.—Amanda Scott, Mary Caroline Scott.

No. 10, Grade 2, Girls, Miss B. H. Boyd, Teacher.—Jennie Fox.

No. 15, Miss A. A. Williams, Teacher.—William Keohan (2nd time).

No. 17, Mr. J. T. Richardson, Teacher. Edgar G. Tucker.

No. 20, Boys, Mr. D. M. Sterns, Teacher. Frederic Henderson.

CARLETON.

PRIMARY SCHOOLS.

No. 1, Boys, Mr. G. E. Baxter, Teacher. Horace Penney, William Reed.

No. 7, Miss S. T. Robertson, Teacher.—Annie Allen.

On Friday morning, August 16th, 1872, Miss Mary E. Wright, Teacher of Primary School, No. 9, was suddenly called away. She conducted her school on the previous day, and her health appeared to be as good as usual. In the evening she attended to some special studies upon which she was engaged with a view to fit herself for more efficient school labours. About 10 o'clock at night she was heard to make an unusual noise which attracted the attention of her friends, who, on going to her room found her extremely ill, and before medical aid could be summoned she had become unconscious, in which state she continued until about 2 o'clock on the following morning, when the vital spark took its flight to immortality.

Miss Wright was a conscientious and pains-taking teacher, who won the love of her pupils and the esteem of all who knew her. Her loss was much regretted by the Trustees, who had found her to be both faithful and efficient in the discharge of her duties.

On Monday, 30th June, 1873, Jarvis W. Hartt, Esquire, M. A., Principal of the Girls' High School, was suddenly removed from earth. He was at school on the morning of that day, and left at half-past 12 o'clock for the usual noon-ing. On reaching his place of residence he sat down on a chair, complained of a pain in his chest, slipped to the floor and immediately expired. The sad and painful intelligence was received by his pupils with the utmost grief and sorrow, and by the Board his loss was severely felt.

At its next meeting after the sad affair, the Board of Trustees adopted the following tributary Resolutions:—

“Resolved, That in the death of Jarvis W. Hartt, Esquire, M. A., Principal of the Young Ladies' High School, this Board has lost a faithful and highly esteemed Teacher, who, by his earnest efforts, amiability, christian deportment, and aptitude for the work in which he was engaged, proved himself to be worthy of the confidence of the Board of School Trustees, the pupils under his care, and the public generally; and

“Further Resolved, That the sincerest sympathy of the Members of this Board be tendered to Mrs. Hartt and the afflicted family in their sad bereavement.”

Visit of Paul du Chaillu, the African Explorer.

On the 6th March, 1872, Mr. Paul du Chaillu, the widely known explorer of Equatorial Africa, and author of a number of works illustrative of his travels, arrived in the city to deliver two public lectures. His strong attachment to children led him at once to seek for some means of communicating with them in the City Schools, and on the following morning, accompanied by Mr. C. A. Everett and the Secretary, he visited the Grammar School and Advanced Schools Nos. 2 and 3, and delighted the pupils by brief sketches of the inhabitants, natural scenery, and fauna of Central Africa.

Mr. du Chaillu's wonderful ability to instruct and interest the young caused the Board of Trustees to ask his consent to deliver a lecture to the assembled children of all the Schools, which was readily gained, and on the afternoon of March 8th, they were gathered at the Mechanics' Institute under the direction of their teachers and the supervision of the Board of Trustees. The Hall was too small to accommodate all who presented themselves, and in consequence of the great crowding, after an hour's lecture, the boys were dismissed in an orderly manner and the girls were treated to a further lecture illustrated by large paintings. The sight presented was one of the most pleasing and animated character, and afforded the fullest satisfaction to the children who attended. The thanks of the Board were communicated to Mr. du Chaillu by the Secretary under seal, for the gratification and instruction so kindly given.

VISIT OF THE GOVERNOR GENERAL.

A Committee of citizens having been appointed in the month of August, 1873, to arrange suitable demonstrations in honor of the visit of Earl Dufferin, Governor General of the Dominion of Canada, a wish was expressed that the school children of the city should be called out and take their part in shewing respect to the representative of Her Majesty.

Accordingly, arrangements were made, and on the afternoon of the 22nd of August, 1873, the pupils assembled at the several school-buildings and marched with their teachers to King Square, where they were formed into four columns, the boys of the Grammar and Advanced Schools leading, followed by those of the Primary Schools, then the mixed departments of boys and girls, followed by the girls of the Primary Schools, and closing with those of the Advanced and High Schools. The parents of some of the pupils were averse to allowing their children to appear in the procession, and others kept their children from school on that day that they might the better see the demonstrations, and still other children were too small and weakly to take part. Notwithstanding the reduction in numbers caused by these circumstances, about two thousand children responded to the call.

The boys were all dressed very neatly, with a red or blue ribbon in the button hole, and the girls of each school being dressed alike, with blue or red ribbons and flowers, presented an exceedingly interesting spectacle, and afforded much gratification to the thousands of people who thronged the Square and streets through which they passed.

After being formed in order of procession, the pupils with their teachers marched down King Street and along Germain Street, preceded by the Band of the 62nd Battalion, and the Members of the Board of School Trustees, the head of the procession halting in front of the Victoria Hotel, where the police had been instructed to keep a sufficient space for the children, but unfortunately they failed to prevent the ingress of the crowd, and the result was that much confusion and difficulty occurred at the very time and place where all was expected to be most orderly, and thus the opportunity for massing the children directly in front of the Hotel was lost. As it was, only about one-third of the pupils could be brought into the space left free, the remainder maintaining as well as they could their position in marching order, the end of the procession reaching back as far as Horsfield Street.

The Governor General, the Countess of Dufferin, His Honor Lieut. Governor Wilmot and their suites, after witnessing the approach of the children from the Hotel windows came out to the front steps, and the columns of pupils opening out, seven young ladies of the High School and twelve little girls from the first grades of the Primary Schools advanced in front of the steps, forming a tableau representing New Brunswick surrounded by her sister Provinces, presenting her children to the notice of the Vice-regal party. They were all dressed in white, with handsome sashes bearing the names of the Provinces in gold letters on rose, cerise, blue, and pink grounds.

The following are the names of those who formed the tableau :—

NEW BRUNSWICK—Miss Fannie Alexander,
leading forward Georgie Cruikshank,
Mary Duffell,
Lizzie Lowey,
Minnie Rankin,
Orilla Newport,
Carrie Staples,

Maggie Thompson,
Nellie Belding,
Agnes Carleton,
Emma Edmunds,
M. Dorrie Willis,
Ida Morrissey.

NOVA SCOTIA—Miss Minnie Reed.

P. E. ISLAND—Miss Minnie McHenry.

QUEBEC—Miss J. Blanche Parsons.

ONTARIO—Miss Henrietta Thompson.

MANITOBA—Miss Mary Williams.

BRITISH COLUMBIA—Miss Maggie Brass.

The group advanced, and Miss Georgie Cruikshank presented the Countess of Dufferin with a handsome bouquet in a silver holder, which was smilingly accepted, and they then retired.

The children next sang two verses of the National Anthem and lustily cheered for the Queen, the Governor General, and the Countess of Dufferin.

When order was restored, His Excellency addressed the Trustees and children as follows :—

“Mr. Chairman and Gentlemen Trustees of the Common Schools of the City of St. John:”

“It was once observed by a hero of antiquity, that it was not the walls around it which constituted the glory and security of a city, but the strong arms and brave hearts within. If, Gentlemen, the elders of Saint John had decided to impress me with a consciousness of its title to take a place among the towns of the Dominion, they could not have resorted to a better plan than that of allowing me to contemplate the beautiful spectacle which is presented to our eyes on this occasion.

“When I look before me, I see collected hundreds and hundreds of the children of this city. When I remember that each one of them is receiving hour by hour and day by day, the best education which the best ingenuity and consideration of those who are engaged in the task of teaching have been capable of affording them, then it is, Gentlemen, that I am made to know that the future prosperity, the national wealth, and the moral superiority of the City of Saint John is secure.

“Gentlemen, Education is a subject to which I have devoted a great deal of my time, and in which I am deeply interested. During my tour through the various parts of the Dominion, I have felt it my duty to pay attention to a subject so vital to the interests of Canada; and wherever I have gone, I have had the satisfaction of observing that the education of the children is among the foremost subjects which preoccupy the attention of my fellow-citizens.

“Education is not only the foundation of that material wealth which is yearly being accumulated, and for whose acquisition this country affords such magnificent opportunities, but it is also the chief means through which a nation engenders those virtues and qualities, and maintains that high tone of thought and feeling, which, far better than any material prosperity or any accumulation of wealth, can guarantee the greatness and power of a community.

“But, if these observations are true everywhere, they may be urged with tenfold force in Canada. For, Gentlemen, we have the satisfaction of remembering that all these children whom we now see before us are the citizens of a Free State, that they breathe an atmosphere where none is permitted to assume superiority over another, unless that superiority is justified and can be maintained by the virtues and qualities in him who asserts it.

“Further, Gentlemen, under the happy Constitution within which these children have been born, it ought to be a subject of pride to them and to their parents to remember that if they only take advantage of the opportunities which are thus afforded them; if they will only do their best to do justice to those opportunities, there will be open to them a prospect of obtaining a position in a social scale higher than that from which they started. Not only so, but it will be in the power of each one of them to aspire to the highest grades in their country's service, and there is no prize open to human ambition for which they may not be permitted to compete.

“Gentlemen, I feel that this is not an occasion upon which to detain you with any very lengthy observations. I will therefore conclude, by saying that among the many glorious sights which it has been my good fortune to witness since I crossed the Atlantic, there is none which has been more gratifying to the feelings of myself and of the Countess of Dufferin, than that which is here exhibited.

“Gentlemen, I see before me standing in the brightness of their youth and beauty, the symboling representatives of the seven Provinces which constitute this Dominion, and, if I may be permitted to close my observations with a prayer, it is that as their prototypes now stand side by side in sisterly union and in the brightness of their youthful loveliness, so may those glorious Provinces ever remain united by the ties of domestic affection and the bond of a common loyalty, and boast themselves to future ages the mothers of a race as energetic, brave, and loyal as that to which their fair representatives before me belong.”

It was to be regretted that in consequence of the pressing forward by the crowd, many of the children were denied the pleasure of seeing the Governor General and the Countess of Dufferin. As a demonstration, however, the affair was perfectly successful, and was afterwards characterized by His Excellency as the finest sight he had witnessed in the Dominion.

Most of the children dispersed with the crowds of people or were marched off by their Teachers to avoid being crushed, the Trustees and their officers remaining until the last straggler was directed to the whereabouts of his school-mates, or safely placed in the care of friends.

TEACHERS' PICNIC AND PRESENTATION.

On Saturday, September 6th, 1873, the Trustees, their Secretary, and the City Superintendent were invited by the Teachers to attend a Picnic on the Pleasure Grounds at Torryburn. The party numbered about one hundred persons, the day was delightfully pleasant, the scenery charming, and the enjoyment complete. After a pleasant ramble over the grounds and an hour or two spent in rural sports, the company gathered in the upper part of the central building and partook of a splendid collation spread by the lady teachers. On the tables being cleared away, Dr. Coster, Principal of the Grammar School, delivered a brief address in which he stated that the gathering had been arranged in order that all the teachers might become more thoroughly acquainted with each other, and also unitedly to shew their appreciation of the services of W. H. A. Keans, Esquire, Ex-Chairman of the Board of Trustees, in the cause of Education, and the uniform kindness they had all received at his hands. He then, in the name and on the behalf of the teachers, presented Mr. Keans with the following Address:—

“To W. H. A. KEANS, ESQ.,

“SIR,—Your retirement from the position of Chairman of the Board of School Trustees for the City of Saint John, affords the Teachers engaged in the Schools under their control, a fit opportunity for the public expression of their estimation of the valuable services you have rendered to the community by the faithful and efficient discharge of the important duties incidental to that office.

“So long as you were at the head of the Board, no such expression could with propriety be given by those holding appointments under it, but now that you are no longer a Member of that Body, we desire to add our testimony to that which has already been offered by other citizens and the Press, in regard to the zeal and ability with which you laboured, without pecuniary recompense, for the success of the present school system. We are, perhaps, more fully aware than other persons, of the difficulties with which the Trustees have had to contend in the introduction of that system in the city, and the delicate nature of the business which the Chairman of the Board has to transact; and, therefore, as it will in all probability be generally admitted that we are in the best possible position to estimate your services at their real value, we have no hesitation in thus commending you for the praiseworthy efforts you have made in behalf of Free Schools.

“We ask you to accept the present we have selected as a mark of our appreciation of the manner in which you conducted the affairs of your office, and a token of our personal esteem. With it, moreover, we beg to convey to you the assurance of our earnest wishes for your future welfare and happiness.

“Signed in behalf of the Teachers of the Public Schools in Saint John:

CHAS. G. COSTER,	JOHN MONTGOMERY,	} Committee.”
JOHN HARPER,	C. MARIA TREADWELL,	
EDW. MANNING,	ANNIE M. MCCALLUM,	
W. P. DOLE,		

The present consisted of a handsome Clock, mounted on black marble inlaid with malachite, and bearing an inscription in silver.

Mr. Keans made a suitable reply, expressing the gratification it afforded him to be present, and to find that his efforts had been appreciated by the teachers. Though he had retired from the Board, he should always feel a deep interest in the success of the system of Free Education, and should remember with satisfaction the personal respect shewn him in so many ways while Chairman of the Board of Trustees.

Brief addresses were also delivered by Messrs. Everett (Chairman), Boyd, Lockhart, and Fairweather, Members of the Board of Trustees, Hon. E. Willis, M. P. P., and Mr. Inspector Duval.

CONCLUDING REMARKS.

For a long time there were many persons in the community who were strongly opposed to the new system, and from time to time the operations of the Board of Trustees were characterized in some quarters as wild, their expenditures rash and extravagant beyond precedent, and the results entirely unsatisfactory. Should any yet continue to hold such views and, in consequence, be led to ask the question, "What have we got for our money?" the answer is not wanting.

1. The community is now provided with a system of Education which grants equal privileges for all the children and youth of the city to gain a thorough acquaintance with those branches of study that will fit them to discharge the active duties of life in an efficient manner.

2. The schools have been so graded as to save the terrible waste of time to the pupils and loss of power to the teachers, inseparable from the old plan of placing children of the most diverse attainments under the same instructor.

3. A course of study has been arranged and is now being pursued which recognizes the principle of mental development and growth, and provides the necessary aliment to make the mind vigorous and strong.

4. An incentive has been given to teachers which was never before presented, to fit themselves by continuous study out of school hours and diligent application to their duties in school, for the most advanced positions in their profession.

The efforts of the Board of Trustees and its officers to create an *esprit de corps* among the city teachers have been singularly successful, and, with scarcely an exception, the best energies of the teachers have been directed to the employment of the most approved means of advancing the pupils entrusted to their care. It is gratifying to be able to state that although the closest and most constant supervision is exercised over the teachers by the members of the Board and its officers, there have been but very few cases calling for the exercise of the extreme power entrusted to the Board, although every teacher is fully aware that suspension or dismissal from service is sure to follow the violation of those regulations which have been established for the governing of the Public Schools.

5. The city is provided with a staff of teachers, whose mental and moral standing, and whose acquaintance with the intellectual wants and capacities of their pupils and ability to provide for them to the fullest extent, entitle them to the confidence and esteem of the whole community.

6. Instead of the old, dingy, dilapidated buildings which formerly disgraced the city, and to which the children of all classes were confined for five or six hours a day, there have been provided, at the comparatively small outlay of \$5,379.22—only the interest on which the people are asked to pay for the next twenty-five years—thirty-six buildings with eighty-seven rooms, neat, clean and comfortable, and supplied with requisite cloak-rooms and out-buildings.

7. For the sum of \$11,675.34 the city has been furnished with two splendid school sites, most advantageously situated to meet the wants of the neighborhoods in which they are located, for a long series of years; which sum was met by the issue and sale of debentures at *par* payable in 1897, the people being assessed meantime to pay the interest only upon it.

8. For an outlay of \$22,456.88 all the schools of the city have been properly furnished and are now supplied with material for carrying forward the work of Education in a satisfactory manner, the health, comfort, and progress of the children having been consulted at every step. This sum also was met by the

sale of debentures at *par*, the interest only being chargeable in the assessment from year to year.

9. For \$81,830-23 the Board of Trustees has carried on the Public Schools of the City for two years, giving instruction to no less than 6,444 pupils, who spent over thirty-six per cent. of the whole period under the instruction of teachers appointed by the Board at an annual cost of only \$6.35 per pupil. This expenditure of \$6.35 per pupil annually covered the rents of buildings, the payment of teachers' salaries, the care of school-rooms, the cost of wood, coal, water, light, books for indigent pupils, insurance of property and general maintenance, the payment of interest on debentures and loan, and the expenses of the office, including the salaries of the Secretary and City Superintendent.

10. Habits of cleanliness, order, application, industry and subjection to constituted authority, and the principles of goodness, truth, honesty, integrity, purity, kindness and good will, have been inculcated into the minds and pressed down upon the hearts and consciences of over six thousand children, whose future lives may well be expected to show the fruits of such culture; while their minds have also been trained in the knowledge of those subjects which will assist them in coming years to provide for their necessities, whatever may be the position to which Providence may call them.

Your Secretary in thus rehearsing what has been accomplished under the beneficent system of Education introduced by Legislative enactment two years ago, is not unmindful of the fact that the plans and operations of the Board of Trustees have not in some directions accomplished all that the promoters of the scheme may have hoped and expected. Much remains to be done before the system can be said to be perfect. Buildings of a superior character to any at present in use must be erected; the grading of pupils must be more exact and the lines more finely drawn; the physical, mental and moral characteristics of the pupils must be more carefully studied by the teachers; parents and guardians must become more zealous to co-operate with those to whose training their children are entrusted, by seeing that they attend regularly and punctually at the schools, and conform to the rules and regulations prescribed; and the whole community must become impressed with the necessity for the passage of an Act compelling the hundreds of children who now never enter a school, and who are growing up in ignorance, or acquiring only a knowledge of vice, to attend some one of the Public School departments for such a portion of the school year as will give them the advantages from which they at present willingly debar themselves.

In closing this first report of the operations of the Board of School Trustees for the City of Saint John, your Secretary cannot but express the hope that a careful consideration of the statements here set forth will allay any anxiety that may have been entertained with regard to the work of Education, the manner in which it has been carried forward by the Trustees, or the results accruing, and at the same time afford reasons for adhering with unflinching devotion to the great principles involved in the present system, and carrying them out with renewed energy in all future operations.

I have the honor to be, your obedient servant,

J. MARCH, *Secretary.*

APPENDIX D.

SCHOOL SESSIONS.

Official Statements respecting the number and length of daily School Sessions in the State of Massachusetts, the State of Rhode Island, the Province of Ontario, the City of Boston, the State of Maine, the State of Vermont, the State of New York, the City of New York, the Province of Quebec, the State of Pennsylvania, the State of Illinois, the State of Michigan, and the State of Ohio; and the opinions of the Superintendents of Education of the said Countries and Cities respecting the same.

[Circular to Superintendents of Public Instruction.]

EDUCATION OFFICE, PROVINCE OF NEW BRUNSWICK,

Fredericton, 3rd May, 1872.

SIR,—I shall be obliged if you will kindly give me by an early post, the result, in brief, of your *observation and experience* on the following point: Whether one long session of five hours a day, or two short sessions of the same aggregate teaching hours, with an hour or more for nooning, is the more satisfactory arrangement for the conduct of schools.

Please state, also, what is the *practice* in your cities and towns.

At present our schools in this country are in session five or six hours, generally six; while in the Towns five hours is the usual time. In all cases the day is divided into an A. M. and a P. M. Session. From present knowledge, I favor existing arrangements as the best for us.

I am, your obedient servant,

THEODORE H. RAND,
Chief Superintendent for New Brunswick.

REPLIES.

[All the replies received are given below,—no replies having been received from the Superintendents of the States of New Hampshire, Connecticut, and New Jersey.]

COMMONWEALTH OF MASSACHUSETTS,
State House Library, Office of Agent of Board of Education,
Boston, 7th May, 1872.

The Chief Superintendent of Public Instruction for the Province of New Brunswick:

DEAR SIR,—In reply to your letter making inquiry in regard to the expediency of one daily session instead of two sessions for schools; and the practice of our Massachusetts schools in this respect, I would say, that from my own observation and experience I believe that two sessions, as a general rule, are much better than one, and the general usage throughout our State accords with this. Very many High Schools, which are attended by the most advanced pupils from all parts of the city or town, coming often from a distance of several miles, have one session a day, for obvious reasons. But as a general custom our schools have a morning session of three hours, then a recess of two hours, then an afternoon session of two or three hours, and this, in perhaps a majority of towns, for five successive days, giving the whole of Saturday for a holiday. In Boston, and several other places, the Wednesday and Saturday afternoon sessions are dispensed with, and only one session of three hours is held on those days.

Your obedient Servant,

(Signed)

ABNER J. PHIPPS.
General Agent of Mass. Board of Education.

STATE OF RHODE ISLAND AND PROVIDENCE PLANTATION,

Department of Public Instruction, Providence, R. I., 8th May, 1872.

THEODORE H. RAND, ESQ., Chief Superintendent of Education:

MY DEAR SIR,—I hasten to reply to your communication of May 3rd. In our cities and towns the practice is almost universal of holding two daily sessions of school of three hours each, from 9 to 12 A. M., and from 1 to 4 P. M. In the cities the afternoon sessions usually extend from 2 to 5 P. M.

The only exception to the rule I have stated is to be found in connection with the Providence High School, where many of the pupils attend from houses two miles or more from the school. The High School sessions are five hours in length—from 8 A. M. to 1 P. M., with a half hour's intermission. This plan has been in operation in the Girls' Department of the High School for several years, but was adopted in the Boys' Department only two weeks since. Public sentiment here is fully in sympathy with the six hour plan with two sessions. I am, myself, decidedly in favor of two daily sessions for all schools below a High School grade. I believe our children would lose in mental and physical force, by a substitution of a continuous session of five hours in our Primary Schools. Possibly two hours in the forenoon and two in the afternoon, with a short recess, would be a better plan than the present. Whatever the number of hours per day, I should most earnestly insist upon two sessions, with an interval of one or two hours.

Most truly,

(Signed)

T. W. BICKWELL,
Superintendent of Public Instruction.

DEPARTMENT OF PUBLIC INSTRUCTION FOR ONTARIO,
Education Office, Toronto, 14th May, 1872.

THEODORE H. RAND, Esq., *Chief Superintendent for New Brunswick:*

SIR,—I have the honor to state in reply to your letter of the 3rd inst., that our school regulations provide that the daily teaching hours in Public and High Schools shall *not exceed six hours*; but Trustees can reduce the number of daily teaching hours, if they think proper. However, no instance has to my knowledge occurred of their doing so.

2. Our legal programme of studies and exercises in all the Public and High Schools, both in cities and townships, include six hours' teaching and studies each day, beginning at 9 A. M. to 12; then an hour's intermission, and resuming the exercises at 1 P. M. and continuing them until 4 P. M., with one or two short intervals of recreation of five or ten minutes each. This is our universal practice, and experience seems to justify its wisdom; though one or two writers have advocated the reduction of the school teaching hours from six to four hours each day. I rather lean to that view myself, but the experiment has never been tried or proposed by any Board of School Trustees in the country, and I think it best to let well enough alone.

3. Every Saturday is *by law* a school holiday with us.

I have the honor to be, Sir, your obedient Servant,

(Signed)

E. RYERSON, *Chief Sup't for Ontario.*

CITY OF BOSTON,

Superintendent's Office, City Hall, 8th May, 1872.

THEODORE H. RAND, Esq., *Chief Sup't of Education for N. B.:*

MY DEAR SIR,—As the result of my observation and experience, I do not hesitate to say that, as a general rule, two school sessions a day, aggregating five hours, are better both for pupils and teachers, physically and intellectually, than one long session of five hours. This has been the practice, viz., the keeping of two short sessions a day, in the Primary and Grammar Schools of this city, from time immemorial, and I believe it is generally satisfactory. The case is different with Central High Schools, in which we have one daily session of five hours. This plan is rendered necessary from the distance pupils have to travel. They cannot go home at noon, and it is not convenient for them to carry their dinners.

Yours very truly,

(Signed)

JOHN D. PHILBRICK,
Superintendent Public Instruction.

STATE OF MAINE,

Educational Department, Augusta, 7th May, 1872.

THEODORE H. RAND, Esq.:

Your inquiries received. Our preference is decidedly in favor of *two* daily sessions, three hours each,—A. M. and P. M.,—instead of one session of five hours. This is the practice in all the country and village schools. In Portland the High School holds single five hours sessions, the other schools two sessions. In Augusta the High School has changed from the single to the "two" sessions. We prefer the two sessions daily.

(Signed)

Yours most respectfully,

WARREN JOHNSTON, *Superintendent.*

STATE OF VERMONT,

*Office of Board of Education, Burlington, 20th May, 1872.*THEODORE H. RAND, ESQ., *Chief Sup't of Education, Fredericton, N. B.:*

DEAR SIR,—Absence from home has prevented me from sooner replying to your letter of 3rd inst. My observation and experience fully satisfy me that two school sessions per day are better than one, if the school day is to be more than four hours in length. In all the country schools in this State, and also in nearly all the large villages, the school day consists of two sessions of three hours each, with a noon recess of one hour to one hour thirty minutes. In this city our schools are in session from 9 A. M. to 12 M., and from 2 to 4 P. M., for five days per week. I think this arrangement a good one in cities and large villages.

(Signed)

JOHN H. FRENCH, *Secretary.*

STATE OF NEW YORK,

*Department of Public Instruction, Superintendent's Office, Albany, May 9th, 1872.*THEODORE H. RAND, ESQ., *Chief Sup't of Education, Fredericton, N. B.:*

SIR,—My observations lead to the conclusion that in all cases in which school is taught for as much as five hours a day, it is best to have an intermission of an hour or more between the morning and afternoon sessions. After two or three hours of study and recitation, the young people need exercise and recreation. The practice of giving an intermission between the morning and afternoon sessions is quite general in the Common Schools of this State.

(Signed)

Your obedient Servant;

ABRAM B. WEAVER, *State Sup't.*

DEPARTMENT OF PUBLIC INSTRUCTION,

*Superintendent's Office, New York, 8th May, 1872.*THEODORE H. RAND, ESQ., *Chief Superintendent of Education, N. B.:*

DEAR SIR,—I am in receipt of yours of the 3rd instant, making certain inquiries in relation to school sessions. Our practice is to open the schools at 9 o'clock A. M., and close at 3 P. M., giving one hour's intermission at 12 M., during which the pupils leave school for dinner. Formerly, we kept a continuous session from 9 till 3, with a brief intermission for lunch, the children not being permitted to leave school. Against this arrangement there was much complaint on the part of parents and teachers. The former stated that the health of their children suffered in consequence of it; the latter found that the pupils became too wearied to apply their minds efficiently to the exercises. The present plan works well, and meets with no opposition or complaint.

Your own arrangements in New Brunswick seem to be nearly the same, and I think your views are entirely correct in regard to the inexpediency of change. Nothing is gained by confining children to their mental tasks too continuously; there should be, in my judgment, frequent changes and intermissions. This we deem to be especially requisite in the elementary stages, as you will perceive by examining the Course of Studies which I mail herewith.

(Signed)

Very truly yours,

HENRY KIDDLE, *Superintendent.*MINISTRY OF PUBLIC INSTRUCTION, *Quebec, 11th May, 1872.*THEODORE H. RAND, ESQ., *Chief Sup't of Education, N. B.:*

SIR,—I am directed by the Hon. the Minister of Public Instruction to reply in answer to yours of the 3rd inst., that the custom throughout the Province of Quebec is, to have two sessions of about two and a half hours each.

The question has been often discussed at Teachers' Associations in different parts of the country, and always resulted in favor of two short sessions rather than one long one. Amongst many reasons given were—the severity of the climate, the great distance that some children had to travel after the close of the day, the health of the children, the difficulty of keeping up the attention towards the evening, &c. &c. These are only a few of the arguments in favor of the A. M. and P. M. sessions.

I have the honor to be, Sir, your obedient Servant,

(Signed)

LOUIS GIARD, *Secretary.*

COMMONWEALTH OF PENNSYLVANIA,

*Department of Common Schools, Harrisburg, 8th May, 1872.*THEODORE H. RAND, ESQ., *Chief Sup't of Education, N. B.:*

DEAR SIR,—School hours in Pennsylvania are arranged very much the same way as in New Brunswick. The custom is nearly uniform, both in town and country, of having

two sessions a day, each of about three hours in length. I am of the opinion that would be unwise to change this arrangement, for this among other less important reasons, *it gives rest and relief to pupils.* The two last of a consecutive session of six hours with young children, are almost wholly lost, perhaps worse than lost.

(Signed)

Yours truly,

T. P. WICKERSHAM,
State Sup't of Common Schools.

DEPARTMENT OF PUBLIC INSTRUCTION, ILLINOIS,

Superintendent's Office, Springfield, 10th May, 1872.

THEODORE H. RAND, ESQ., *Chief Sup't of Education, Fredericton, N. B.:*

DEAR SIR,—I have had the honor to receive yours of the 3rd inst. I am very decidedly of the opinion that two sessions of school a day, with an intermission between of one or two hours, is much preferable to one long session. It is the universal custom with country schools in this State to have two sessions; and very generally in the cities except in the High Schools.

(Signed)

Very respectfully yours,

NEWTON BATEMAN,
State Sup't of Public Instruction, Illinois

STATE OF MICHIGAN, DEPARTMENT OF PUBLIC INSTRUCTION,

Office of Superintendent, Lansing, 14th May, 1872.

THEODORE H. RAND, ESQ., *Chief Sup't of Education, Fredericton, N. B.:*

DEAR SIR,—Yours of the 3rd inst. is received, and contents noted. The universal practice with us is, for the schools to hold a morning and afternoon session, having a recess of two hours or an hour and a half at noon. During the Winter months some of our schools tried the five hours plan with a short recess at noon, and found the arrangement in many respects a good one, but on the whole preferred the two sessions with longer recess.

Our practice corresponds entirely with yours, five hours being the time devoted to school work in the larger towns and six in the district schools, as we term them. In the towns, nearly six hours are consumed in the school work and various exercises connected with the school. In the graded schools of our villages and large towns, the primary and intermediate pupils are four hours only in the school—two hours in the morning and two in the afternoon. In our large school-buildings the number of pupils is very large, often 1,000 or more are assembled in the same building. To relieve from all confusion arising from dismissing so many at once, the time for dismissing the pupils from the different rooms varies five minutes. The lowest Primary is closed first, and in five minutes the next higher, and so on through the school; no loud talking or laughing, or any noise whatever, being allowed in the halls or on the school grounds (in retiring).

I think what I have said answers fully your enquiries. It has given me great pleasure to do this, and I hope this mutual interchange may be continued.

(Signed)

Yours very truly,

ORAMEL HOSFORD,
State Sup't Public Instruction

OFFICE OF STATE COMMISSION OF COMMON SCHOOLS,

Columbus, Ohio, 10th May, 1873.

THEODORE H. RAND, ESQ., *Chief Sup't of Education, Fredericton, N. B.:*

DEAR SIR,—The practice in Ohio is much the same as in New Brunswick—two sessions per day, of about three hours each. The recess at m. is from one to two hours long. Usually, there is a recess of about fifteen minutes, near the middle of each session, which is counted as part of the three hours. In a few schools for advanced (High School) pupils, in our cities and large towns, there is a tendency to adopt the plan of holding one session of about five hours each day, closing the session in time for late dinner. This plan is found to be very convenient in bad weather, and when a considerable number of pupils reside some distance from the school-building.

(Signed)

Yours truly,

THOMAS W. HARVEY,
State Commissioner.

